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ENGLISH GRAMMAR

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PREFACE

This book is intended to be a concise, practical English Grammar. It contains an abundance of models for analyzing sentences, clauses and phrases; for giving the syntax of the different parts of speech and of the various kinds of phrases and clauses; and also for correcting many of the common errors in spoken and in written English. The lessons are carefully arranged, graded, explained, illustrated, and then followed by numerous, helpful exercises many of which have been taken from recent examination questions. It is of the utmost importance that the student do these exercises painstakingly to gain a practical knowledge of the fundamental facts and principles of grammar.

The illustrative and practice material consists of classical gems culled from the best modern and current literature, each excerpt being followed by the name of its author. It is hoped that the content and the variety of the sentences got together in this book will delight both the teacher and the student so that both may find the grammar period an enjoyable one.

L. E. M.

Stuyvesant High School
New York City
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ENGLISH GRAMMAR

CHAPTER I

THE SENTENCE

1. Definition. A sentence is a group of words containing a subject and a predicate and expressing a complete thought.

Illustrations.

(*a*) Accuracy is the foundation of everything. *T. Huxley.*

(*b*) Fame lives though dust decays. *Clinton Scollard.*

(*c*) When you are the anvil, bear; when you are the hammer, strike. *Edwin Markham.*

2. Parts of a sentence.

(*a*) Every sentence consists of two parts; a **subject** and a **predicate.**

(*b*) The subject tells what we speak about: the predicate tells what is said about the subject.

(*c*) In the following sentences the subject is in *italics* and the predicate is in Roman letters.

1. *Good fences* make good neighbors. *Robert Frost.*

2. Upon the walls *the graceful ivy climbs.* *F. D. Sherman.*

3. There is the *silence of defeat.* *Edgar L. Masters.*

(*d*) In sentence 3 the word *there* is an expletive. An *expletive* is used for emphasis so that the subject (*silence*) can be placed *after* the verb (*is*).

(*e*) *Unmodified or simple subject and unmodified or simple predicate.* In the first sentence the *unmodified* or *simple* subject is *fences:* in the second sentence it is *ivy,* and in the third sentence, *silence.*

EXERCISE 1

In the following sentences point out the unmodified or simple subject and the unmodified or simple predicate. State the modifiers of each.

1. A thing of beauty is a joy forever. *Keats.*
2. Now the slow light fills the trees. *Richard Le Gallienne.*
3. The greatest enemy to human progress is fear. *John Dewey.*
4. There will come a peace within your heart. *R. Service.*
5. To the wall of the old green garden a butterfly quivering came. *Helen G. Cone.*
6. Over the sweet-smelling mountain-passes the clouds lie brightly curled. *Alfred Noyes.*
7. What are you doing, little day-moon, over the April hill?
Gale Y. Rice.
8. There's a long, long trail awinding into the land of my dreams. *Stoddard King.*
9. Across the kindling twilight moon a late gull wings to rest.
Gale Y. Rice.
10. He tore up a reed, the great god Pan, from the deep cool bed in the river. *E. B. Browning.*
11. Up rose old Barbara Frietchie then
Bowed with her four score years and ten. *Whittier.*
12. Somewhat apart from the village and near the basin of Minas, Benedict Belefontaine, the wealthiest farmer of Grand Pre, dwelt on his goodly acres. *Longfellow.*
13. By Nebo's lonely mountain, on this side of Jordan's wave,
In a vale in the land of Moab, there lies a lonely grave.
Mrs. C. F. Alexander.
14. Beneath the burning, brazen sky the yellow tepees stand.
Hamlin Garland.
15. An open eye and an attentive ear do much to make life enjoyable. *F. H. Law.*
16. On order depends all intellectual progress. *Calvin Coolidge.*
17. The rhythm of prose is inseparable from its sense.

CHAPTER II

ELEMENTS OF THE SENTENCE

3. Sentences are made up of **words, phrases** and **clauses.**

(*a*) Sentences containing only one subject and one predicate are called **simple sentences.**

(*b*) Sentences containing one or more clauses are either **compound** or **complex.**

4. Parts of Speech. Words are divided according to their various uses into eight classes.

1. **Nouns**: name words; e.g., *table, pen, John, Boston.*
2. **Pronouns**: used in place of nouns; e.g., *I, we, they.*
3. **Adjectives**: modify nouns or pronouns; e.g., *red, good, large.*
4. **Verbs**: express action or state of being; e.g., *run, speak, is.*
5. **Adverbs**: modify verbs, adjectives or adverbs; e.g., *quickly, very, fast.*
6. **Prepositions**: show relation between two words; e.g., *on, to, in, with.*
7. **Conjunctions**: connecting words; e.g., *and, if, but, however.*
8. **Interjections**: express wonder or strong feeling; e.g., *Alas! Oh! Hurrah!*

5. Determination of Parts of Speech. The part of speech of a word is determined by its *use* in a sentence. Thus, in the sentence *The Germans are seeking shelter from shell and bullet in the shell craters while we shell their*

position, the first *shell* is a noun, the second is an adjective and the third is a verb.

6. How to give the parts of speech.

The cheaply won applause which is sure to follow
adj. adv. adj. noun pron. verb adj. prep. verb

the denunciation of somebody or something for an
adj. noun prep. pron. conj. pron. prep. adj.

alleged wrong has been preferred to much more
adj. noun verb prep. adv. adv.

solid and lasting approval of an intelligent people
adj. conj. adj. noun prep. adj. adj. noun

that would follow upon constructive acts which
pron. verb prep. adj. noun pron.

should indicate how the business of the country
verb adv. adj. noun prep. adj. noun

might be better and more wisely developed.
verb adj. conj. adv. adv. verb

Nicholas Murray Butler.

EXERCISE 2

Give the parts of speech of every word in the following sentences:

1. The thrush now slept whose pillow was his wing. *R. Torrence.*
2. The birth of tomorrow is only the death of today. *Booth Tarkington.*
3. Hope peeped at me from behind my dreams. *Leonora Speyer.*
4. Beauty is the treasure that no thief may take from you. *Louise Driscoll.*
5. It is well as we read to insist on seeing the picture as well as the words. *H. W. Mabie.*
6. Take heart with the day and begin again. *Susan Coolidge.*
7. No nation can have grown up ideas until it has a ruling caste of grown-up men and women. *Edith Wharton.*
8. The best thing you can do is to make the best job according to the materials at your hand. *Lloyd George.*

9. Mistakes of the mind are easily cured, but the mistake of the heart lingers. *Alfred Smith.*

10. No people may safely boast a good fortune which the farmer does not share. *Warren G. Harding.*

11. True greatness consists solely in seeing everything, past, future or afar in terms of the Here and Now. *G. Stanley Hall.*

EXERCISE 3 *

1. Remembering that what a word is, is determined by its use, write 10 sentences in each one of which you use *one* of the three words mentioned below as *one* of the parts of speech named; indicate in each instance how you intended to use the word:

(*a*) What (adjective, pronoun, interjection).
(*b*) Inside (adjective, adverb, preposition, noun).
(*c*) Sound (noun, verb, adjective).

2. Write sentences illustrating *each* of the following words used as *two* different parts of speech: that, below, like, choosing. Name the part of speech and explain the syntax of each underlined word as you have used it in the sentence.

3. Give the part of speech of *each* italicized word in the following:

(*a*) I *object* to his *being* here.
(*b*) His *object being* frustrated, he grew despondent.
(*c*) He seemed to like every human *being.*
(*d*) I told him *that* I needed *that* book *that* he had lost.
(*e*) He had *but* one word to say, *but* he made it so emphatic that we knew there were no "*buts*" in the case.
(*f*) There is not a child *but* wishes to go so *this* time we will omit the lesson.
(*g*) There is no statue like this *one.*
(*h*) His eyes were *dark* blue.

4. Use *each* of the following words in sentences as *three* different parts of speech: *little, still, all.*

5. Use every one of the following words in original sentences as indicated:

air: noun, adjective, verb.
stone: verb, noun, adjective.
wash: verb, noun, adjective.
coal: adjective, verb, noun.
gas: verb, noun, adjective.
water: adjective, noun, verb.
transfer: verb, adjective noun.

* Examination Questions.

CHAPTER III

PHRASES AND CLAUSES

7. Relation of clauses and phrases to words.

(*a*) *Word:* The *camera-eyed* man is the terror of the criminals.

(*b*) *Phrase:* The man *with the camera eyes* is the terror of the criminals.

(*c*) *Clause:* The man *that has camera eyes* is the terror of the criminals.

8. Definition. A **phrase** is a group of words not containing a subject and a predicate and may be used as a noun, an adjective or as an adverb in a sentence.

(*a*) A **prepositional phrase** generally begins with a preposition and ends with a noun or a pronoun which is the object of the preposition.

(*b*) In the sentence, *The man with the camera eyes is the terror of the criminals,* there are two phrases, *with the camera eyes* and *of the criminals.* The preposition of the first phrase is *with* and of the second phrase *of.* The object of the first phrase is *eyes* and of the second *criminals.*

9. Definition. A **clause** is a group of words having a subject and a predicate and may be used as a noun, an adjective or as an adverb in a sentence.

(*a*) In the sentence, *The man that has camera eyes is the terror of the criminals,* **that has camera eyes** is the clause. In this clause, *that* is the subject, *has* is the verb and *eyes* is the object of *has.* The clause in this sentence is used as an adjective because it modifies the noun *man.*

EXERCISE 4

In the following sentences select every phrase, stating why it is a phrase, naming the preposition and its object and telling whether the phrase is used as an adjective or as an adverb. Point out every clause, state its subject and its predicate and state whether the clause is used as a noun, an adjective, or as an adverb.

1. Blessed is he whose youth was spent upon a farm. *John Burroughs.*

2. There's a path that leads to Nowhere in a meadow that I know. *C. R. Robinson.*

3. Let us hoard every worthy drop of the past that it shall be a strong tonic for our future. *Owen Wister.*

4. We rarely consider the process by which we gained our convictions. *James H. Robinson.*

5. There is no saying more false than that which declares that the Hour brings the Man. *James Bryce.*

6. The aim of a student of literature is to know the best that has been thought in the world. *Matthew Arnold.*

7. There's none so poor of all who live as he who has but will not give. *Edith M. Thomas.*

8. A story that is so long that it cannot be read easily at a single sitting is not a short story.

9. An actor particularly takes his life in his hands if he ventures into print on the subject of acting or playwriting or producing.
George Arliss.

10. Although you can't tell who began it, or just why it wanders here or there, still, if you're set to go somewhere, you'll mostly find a trail. *Charles W. Stork.*

11. When I am dead, I hope it may be said,
His sins were scarlet, but his books were read. *Hillaire Belloc.*

CHAPTER IV

SYNTAX OF CLAUSES

10. Explanation. To give the *syntax* of a clause is to tell how it is used in a sentence. To give the syntax of a clause, state

(*a*) Its *introductory word,* its *unmodified subject,* its *verb,* and the *last word.*

(*b*) How the clause is *used* in the sentence.

Illustrations: Analysis.

When you feel inclined to censure
Acts of others which you know,
Ask your conscience ere you venture
If it has not failings too. *Pope.*

This is a complex declarative sentence.

Introd. word	Clause	Kind	How used
	ask . . . conscience	prin.	
when	you feel . . . others	adv.	modifies ask
	you know which	adj.	modifies acts
ere	you venture	adv.	modifies ask
if	it has . . . . too	noun	objective of ask

The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until occasion tells him what to do:
And he who waits to have his task marked out,
Shall die and leave his errand unfulfilled. *Lowell.*

This is a compound declarative sentence.

Introd. word	Clause	Kind	How used
	world shoves . . . man	prin.	
	who stands . . . set	adj.	modifies *man*
until	occasion tells him	adv.	modifies *stands*
	he shall { die and leave	prin.	
	who waits . . . out	adj.	modifies *shall* { *die* *leave*

EXERCISE 5

Give the syntax of every clause in the following sentences:

1. There is no place over the crowded world where I can forget that the days go. *Sara Teasdale.*

2. If winter comes, can spring be far behind? *Percy B. Shelley.*

3. There is no revenge so complete as forgiveness. *H. W. Shaw.*

4. We are no longer happy as soon as we wish to be happier. *W. L. Landor.*

5. Other men are lenses through which we read our own minds. *Ralph W. Emerson.*

6. The graves of your friends are the milestones
   To the lands where all roads meet. *Alfred Noyes.*

7. We triumph if we know we failed. *George Santayana.*

8. My heart shall keep the child I knew when you are really gone from me
   And spend its life remembering you as shells remember the lost sea. *Aline Kilmer.*

9. The happy people and the successful people are those who go out of their way to reach and influence for good as many persons as they can. *Booker T. Washington.*

10. Our happiness as thinking beings must depend upon our being content to accept only partial knowledge even in those matters which chiefly concern us. *Ruskin.*

11. When a book raises your spirit and inspires you with noble and courageous feelings, seek for no other rule to judge the work by, for it is a good book. *Bruyere.*

12. There is on earth no worthier grave to hold the bodies of the

brave than this place of pain and pride where they nobly fought and nobly died. *Joyce Kilmer.*

EXERCISE 6*

1. Answer both *a* and *b:*

(*a*) Give the syntax of *each* italicized word and of *each* underlined phrase in the following sentence:

To picture adequately the different features of this building would require a whole album of views and *do but* scant justice to this model structure.

(*b*) Copy *three* of the dependent clauses in the following sentence and give the kind and the syntax of each:

Replying to your letter of June 14, which we did not receive until today, we beg to inform you that we shall be pleased to make the reservation requested by you for June 27 and we shall have a porter waiting for you at the train when you arrive.

2. Give the classification (noun, adjective or adverbial) and the syntax of each of five subordinate clauses in the following:

We are about to enter, if indeed we have not already entered, a new social era for the future . . . It is an era which means that the aristocracy of the future will not be one of birth or of wealth, but of the man who does something for his fellow men and his country. I mean that the merely rich man will have no credit in the community if he is of no use to the world. *Charles M. Schwab.*

3. What purport *to be hitherto* unpublished *facts* relating to the assassination of Archduke Franz Ferdinand of Austria, *showing that* he *had* a strong premonition of approaching death, *are contributed* to the Berlin "Tageblatt" *by* its correspondent on the Austro-Italian *front.*

The following questions are based on the above sentence:

(*a*) Give the subject and the verb of the independent, principal or main clause.

(*b*) Give the subjects and the verbs of the dependent or subordinate clauses.

(*c*) Give the kind and the syntax of the clause beginning with *that.*

(*d*) Give the syntax of *hitherto, facts, showing, by, front.*

(*e*) Change *two* adjective prepositional phrases into adjective clauses.

* Examination Questions.

4. When they asked, "Do you enjoy flying your big kite if you can't see it?" the child replied, "Oh, yes, I always feel it tugging at me."

The following questions are based on the above sentence:

(*a*) Give the subject and the verb of the independent, principal or main clause.

(*b*) Give the subject and the verb of each of *three* dependent or subordinate clauses.

(*c*) Give the kind and the syntax of each of *three* dependent or subordinate clauses.

5. Answer *a, b* and *c* with reference to the following:

The story of Lincoln, unable to find a half dozen books in the community in which he lived and *willing* to work *days* in order that he might become the owner of a worn and rain-soaked volume of biography, seems almost *unbelievable* to the young boy of today who spends his money freely on moving picture shows and ice cream sodas, but who would seldom go *far* or suffer much to get a book, and who, in fact, is often bored if he is called upon to read one.

Thomas A. Clark.

(*a*) Name the subject and the verb of each subordinate clause and give the syntax of each clause chosen.

(*b*) Give the syntax of each of *four* phrases. [Do not choose verb phrases.]

6. Give the syntax of every clause and every phrase in the following. Give the subject and the verb of every clause.

(*a*) Though the ground has rocked and swayed beneath him like a bronco, the little Japanese sits tight; and across the world from fellow man there should come a mighty and defiant shout, "Ride him, cowboy!" *Heywood Broun.*

(*b*) Benjamin Franklin tells in the "Autobiography" . . . that when he discovered his need of a larger vocabulary he took some of the tales which he found in an odd volume of the "Spectator" and turned them into verse; "and after a time, when I had pretty well forgotten the prose, turned them back again." *H. W. Mabie.*

CHAPTER V

CLASSIFICATION OF SENTENCES

11. Sentences are classified as to *use* and as to *form*.

(*a*) *Sentences as to use.*

1. A *Declarative* sentence makes a statement.
   World disarmament may be a fact.
2. An *Interrogative* sentence asks a question.
   Is world disarmament a fact?
3. An *Imperative* sentence expresses a command or makes a request.
   Let world disarmament be a fact.
4. An *Exclamatory* sentence expresses strong or sudden feeling.
   How wonderful a fact world disarmament would be!

(*b*) *Sentences as to form.*

1. Simple.
2. Compound.
3. Complex.

EXERCISE 7

Classify the following sentences as to use:

1. Avoid the evils of herd life. *John Galsworthy.*
2. Shall we always be youthful and laughing and gay? *Holmes.*
3. There is ever a song that our hearts may hear. *James W. Riley.*
4. Drink to me only with thine eyes. *Ben Jonson.*
5. And what is so rare as a day in June? *Lowell.*
6. Goodness is the only investment that never fails. *Thoreau.*
7. How far that little candle throws its beams! *Shakespeare.*

8. Go, for they call you, shepherd from the hills. *M. Arnold.*
9. Show me a liar and I'll show you a thief. *Proverb.*
10. Too often we have been slow to value the influence of our mothers. *Gen. Pershing.*

Analysis of Simple Sentences

12. Simple Sentence. A simple sentence is one that has one subject and one predicate, either or both of which may be compound.

Illustrations.

1. Despair knows no fear.
2. Triumph and toil are twins. *O. W. Holmes.*
3. Maeterlink and Sir Oliver Lodge write and lecture on spiritism.
4. Edison and Marconi have invented and perfected many useful instruments and appliances.

13. Method. To *analyze* a simple sentence, state the following:

(*a*) *Kind* of sentence as to *form* and as to *use.*
(*b*) *Unmodified subject* and its *modifiers.*
(*c*) *Unmodified predicate* and its *modifiers.*
(*d*) *Unmodified complement* (predicate nominative and its modifiers or the object and its modifiers.
(*e*) *Syntax of phrases.*

Illustration.

For an instant, the edges of the thick, creamy masses of clouds are gilded by the shrouded sun and show gorgeous scallops of gold. *Donald G. Mitchell.*

(*a*) Simple declarative sentence.
(*b*) Unmodified subject is *edges.* Its modifiers are *the, of the thick,* and *creamy masses of clouds.*

(*c*) Unmodified predicate is *are gilded* and *show*. Its modifiers are *for an instant* and *by the shrouded sun*.

(*d*) Unmodified complement is *scallops*. Its modifier is *of gold*.

(*e*) Syntax of phrases.

Phrase	Kind	How used
for an instant	adverbial	modifies *are gilded*
of the . . . clouds	adjective	modifies *edges*
by . . . sun	adverbial	modifies *are gilded*
of gold	adjective	modifies *scallops*

EXERCISE 8

State why every one of the following is a simple sentence. Point out its subject and its predicate and the modifiers of each. Analyze every sentence.

1. Time flies over us but leaves its shadow behind. *Hawthorne.*

2. A great wind sweeps across the world, hurling to heaps of gilded rubbish crowns and thrones. *Katherine L. Bates.*

3. With lifted head our nation greets dear Peace as honor's right. *C. R. Robinson.*

4. I saw the clouds among the hills trailing their plumes of rainy gray. *Margaret Widdener.*

5. Through my open window comes the sweet perfuming
Of roses reddening under skies of June. *Algernon Tasso.*

6. He chased a stalwart stag in vain;
Outstripped his comrades, missed the deer,
Lost his good steed and wandered here. *Scott.*

7. In came the moon and covered me with wonder,
Touched me and was near me and made me very still. *W. Bynner.*

8. Our bitterest remorse is not for our sins, but for our stupidities. *Leonard Merrick.*

9. As a basis for the future of airship development in this country, the Navy, in constructing the ZR-1, is building wisely and well.
Rear Admiral Wm. A. Moffett.

CHAPTER VI

THE COMPOUND SENTENCE

14. Definition. A compound sentence is one composed of two or more co-ordinate clauses, each of which may contain one or more subordinate clauses. These subordinate clauses may be used as nouns, adjectives or as adverbs.

Illustrations.

1. Two principal clauses only:

Fools make feasts and wise men eat them. *Franklin.*

2. Two principal clauses and one adverbial clause:

Habit is a cable, for we weave a thread of it every day, and at last *we cannot break it.* *H. Mann.*

3. Two principal clauses, one adjective clause and one adverbial clause:

Experience unveils too late the snares laid for youth; it is the white frost *which discovers the spider's web when the flies are there no longer to be caught.*

J. Petit-Senn.

In the above sentence the first principal clause is *experience unveils . . . youth;* the second principal clause is *it is . . . frost;* the adjective clause modifying *frost* is *which discovers . . . web;* the adverbial clause modifying *discovers* is *when flies are . . . caught.*

4. Two principal clauses, a noun, an adjective and an adverbial clause:

"I remember," says Hillard, "a satirical poem in which the Devil is represented as fishing for men, and adapting his bait to the tastes and temperaments of his prey"; but the idlers were the easiest victims, for they swallowed even the naked hooks. *Sir John Lubbock.*

First principal clause: *Hillard says.*
Second principal clause: *idlers were . . . victims.*
Noun clause object of *says: I remember . . . poem.*
Adjective clause modifying *poem: Devil is represented.*
Adverbial clause modifying *were: for they swallowed . . . hooks.*

EXERCISE 9

Analyze the following sentences. Explain why each is compound.

1. Life is a trifle: honor is all. *Katherine L. Bates.*
2. Just praise is only a debt; but flattery is a present. *Dr. Johnson.*
3. Do good by stealth and blush to find it fame. *Pope.*
4. Art may make a suit of clothes, but nature must make a man. *Hume.*
5. A word has stolen in and bred a doubt;
   Ten thousand oxen cannot drag it out. *A. Guiterman.*
6. The world will furnish the work to do, but you must provide the pluck. *Edgar A. Guest.*
7. We must master life or it will end by destroying us. *Lewisohn.*
8. If you have built castles in the air, your work need not be lost; now put the foundations under them. *Thoreau.*
9. Forget your troubles, they are but bubbles on a thawing, roaring sea. *Adam Brand.*
10. Be not simply good; be good for something. *Thoreau.*
11. Your unused learning is an unlit taper;
    A book tight shut is but a block of paper. *A. Guiterman.*
12. Attention is the stuff that memory is made of, and memory is accumulated genius. *Lowell.*
13. If you want enemies, excel others; but if you want friends let others excel you. *Colton.*
14. Good government can not be bought: it has to be given. *Calvin Coolidge.*
15. If you doubt that there are fairies, go and seek a frosty hill. *Hilda Morris.*

CHAPTER VII

THE COMPLEX SENTENCE

15. Definition. A complex sentence is one containing only one principal clause and one or more subordinate clauses. The subordinate clauses may be used as nouns, adjectives or as adverbial clauses.

Illustrations.

1. A principal clause and a noun clause:
   During the War, President Wilson's slogan was: *"This world must be made safe for Democracy."*
2. A principal clause and an adjective clause:
   They live too long *who happiness outlive. Dryden.*
3. A principal clause and an adverbial clause:
   We are all poets *when we read a poem well. Carlyle.*
4. A principal clause, an adjective clause and an adverbial clause:
   We understand death for the first time (*when he puts his hand upon one*) (*whom we love.*) *Mme. De Stael.*

Principal clause: *We understand . . . time.*
Adverbial clause modifying *understand:* (*when*) *he puts . . . one.*
Adjective clause modifying *one: whom we love.*

5. A principal clause, a noun clause and an adverbial clause:
   Man's injustice to himself and wrong-doing to others produces bad feeling all around, *for it is a divine law,*

that no man can knowingly wrong another without at the same time committing a wrong upon himself.

Chauncey M. Depew.

Principal clause: *injustice and wrong-doing produces.*

Adverbial clause modifying *produces: (for) it is . . . law.*

Noun clause subject of *is: (that) man can wrong . . . time.*

6. A principal clause, two adjective clauses, one noun clause and one adverbial clause:

Breathes there a man with soul so dead,
Who never to himself hath said,
"This is my own, my native land?"
Whose heart hath ne'er within him burned
As home his footsteps he hath turned,
From wandering on a foreign strand? *Scott.*

Principal clause: *man breathes . . . dead.*

Adjective clause modifying *man: who hath said . . . himself.*

Noun clause object of *hath said: this is . . . land.*

Adjective clause modifying *man: (whose) heart hath burned . . . him.*

Adverbial adjective modifying *hath burned: (as) he hath turned.*

EXERCISE 10

Analyze the following sentences. State why every sentence is complex.

1. When anger comes then wisdom goes. *A. Guiterman.*
2. If a man would be brave let him obey his conscience.

J. F. Clark.

3. Life has no richer joy than peace of mind. *Edgar A. Guest.*
4. 'Tis the coward who quits to misfortune. *John T. Moore.*
5. My heart is warm with the friends I make.

Edna St. Vincent Milay.

6. In youth I sought the haunted road where dwells the ghost, tomorrow. *Elias Lieberman.*

7. The only folks who give us pain are those we love the best. *Anonymous.*

8. The best of a book is not the thought which it contains but the thought it suggests. *Oliver W. Holmes.*

9. As dust that drives, as straws that blow, into the night go one and all. *W. E. Henley.*

10. When you know what you want to accomplish you have found your target. *Owen Young.*

EXERCISE 11

State whether the following sentences are simple, complex or compound, giving the reason for your answer in each case. Analyze every sentence.

1. There is but one opportunity of a kind. *Thoreau.*

2. It is really wonderful what an insight into domestic economy being really hard up gives one. *Jerome K. Jerome.*

3. When men begin to say that everything has been done, the men come who say that there has yet nothing been done. *Havelock Ellis.*

4. We make our fortunes and we call them fate. *Lord Beaconsfield.*

5. Employment and hardships prevent melancholy. *Dr. Johnson.*

6. As the pearl ripens in the obscurity of its shell, so ripens in the tomb all the fame that is truly precious. *Walter Savage Landor.*

7. A weak mind is like a microscope which magnifies trifling things but cannot receive great ones. *Lord Chesterfield.*

8. Give me a right word and the right accent and I will move the world. *Joseph Conrad.*

9. The value of a really great student to the country is equal to half a dozen grain elevators or a new transcontinental railway. *William Osler.*

10. Time can only take what is ripe, but Death comes always too soon. *Hilaire Belloc.*

11. Soldiers are citizens of death's gray land, drawing no dividend from time's tomorrow. *Siegfried Sassoon.*

12. If you want to know what line human progress will take in the future, read the funny papers of today and see what they are fighting. *Edwin E. Slosson.*

13. Success comes from finding one's particular talent and developing it. *Rupert Hughes.*

14. We are not doing Shakespere wrong by trying to believe he hides himself behind his work. *Frank Harris.*

CHAPTER VIII

ANALYSIS OF COMPLEX SENTENCES

16. To analyze a complex sentence

(*a*) State the kind of sentence as to form and as to use.

(*b*) Point out the principal clause, giving its unmodified subject and its unmodified predicate.

(*c*) Point out the subordinate clauses, giving the unmodified subject and the unmodified predicate of each, and then the modifiers of the subject and of the predicate.

(*d*) Give the syntax of the subordinate clauses.

(*e*) Give the syntax of the phrases.

Illustration.

I sometimes think that never blows so red
The Rose as where some buried Caesar bled;
That every Hyacinth the Garden wears
Dropt in her Lap from some once lovely head.

Rubaiyat of Omar Khayyam.

Kind of sentence: Complex declarative.

Principal clause: unmodified subject: *I;* unmodified predicate: *think.* The modifier of *think* is sometimes.

Subordinate clauses:

Introd. word	Unmodified subject	Modifiers of subject	Unmod. Bare pred.	Modifiers of pred.	Compl.	Kind of Clause	How used
that	rose	the, red, so	blows	never		noun	object of *think*
where	Cæsar	some, buried	bled			adv.	modifies *blows*
that	Hyacinth	every (next clause)	dropt			noun	object of *think*
	garden	the	wears			adj.	modifies *Hyacinth*

Syntax of phrases:

Phrase	Prep.	Object	Kind	How used
in her lap	in	lap	adverbial	modifies *dropt*
from some once lovely head	from	head	adverbial	modifies *dropt*

EXERCISE 12

Analyze the following sentences:

1. There is no excuse yet made for the bungler at his trade. *Harry Kemp.*

2. All service ranks the same with God. *Robert Browning.*

3. Our necessities are few, but are wants are endless. *H. W. Shaw.*

4. The old believe everything; the middle-aged suspect everything; the young know everything. *Oscar Wilde.*

5. Those authors who appear sometimes to forget they are writers and remember they are men will be our favorites. *B. Disraeli.*

6. Our bodies are torches touched to the fixed fire of sunset and kindled with the unburning flame of dream. *James Oppenheim.*

7. Wind that carries the sound of bells far out over the sea,
   Why do you bring the word of tears with the word of victory?
   Louise Driscoll.

8. They who have bandied words in No Man's Land
   Will never be the old and abject crowd,
   They will not grovel and they will not stand
   What used to keep them cowed. *Louis Untermeyer.*

9. The hardest conviction to get into the mind of a beginner is that the education upon which he engaged is not a college course, not a medical course, but a life course for which the work of a few years under teachers is but a preparation. *William Osler.*

10. Joy and sorrow in this world pass into each other, mingling their forms and their mummers in the twilight of life as mysterious as an overshadowed ocean, while the dazzling brightness of supreme hope, lies far off, fascinating and still on the distant edge of the horizon. *Joseph Conrad.*

EXERCISE 13 *

1. You *of foreign birth* have taken an oath of allegiance to a great ideal, to a body of principles, to a great hope of a human

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race. You have said, "We are going *to America* not only to seek the things which it has been more difficult to obtain where we were born, but to help forward the great enterprise of the human spirit —to let men know that everywhere *in the world* there are men who if they can but satisfy their quest for what their spirits crave will cross strange oceans and go where speech is spoken which is alien *to them.*"

The following questions are based on the above selection:

(*a*) Classify each sentence as simple, complex or compound.

(*b*) Give the subject and the verb of each principal or main clause.

(*c*) Give the subject and the verb of each of *nine* dependent clauses.

(*d*) Copy an adverbial clause of place, an adverbial clause of condition, a noun clause and *two* adjective clauses; label them and give the syntax of each.

(*e*) Give the syntax of each of *four* connectives of dependent clauses.

(*f*) Give the syntax of *each* of the italicized phrases.

2. The other day a ragged, barefoot boy ran down the street after a marble, with *so jolly* an air that he set everyone he passed into a good humor; *one* of these persons, who had been delivered from more than usually black thoughts, stopped the little fellow and gave him some money, with this remark: "You see what sometimes comes of *looking* pleased." If he had looked *pleased* before, he had now to look *both* pleased and mystified. A happy man or woman is a better thing to find than a five-pound note.—*Stevenson.*

The following questions are based on the preceding selection:

(*a*) Classify the first sentence as simple, complex or compound and give a reason for your classification.

(*b*) Give the syntax of each of *four* dependent or subordinate clauses.

(*c*) Give the syntax of each of *five* phrases. [Do *not* choose verb phrases.]

3. Combine into a single sentence the sentences in *each* of the following groups, making one of your sentences simple, one complex and one compound:

(*a*) We have put our navy on an effective footing. We have created and equipped a great army.

(*b*) George has been drafted. William has been drafted. Henry has been drafted.

(*c*) A boy wore a mask in the early part of the school play.

He was tall and broad-shouldered. He was discovered to be a prominent member of the graduating class.

4. Name and illustrate *three* parts of speech used to connect subordinate clauses with principal clauses in complex sentences.

5. *a.* This railroad is not *responsible* for errors in time tables, inconvenience or damage resulting from delayed trains or *failure* to make connections; schedules herein are subjected to *change without* notice. *Please* examine your tickets carefully before leaving ticket *windows, thereby* avoiding possible annoyance and embarrassment *both* to you and to the railroad.

b. We now understand to some extent what it means *that* 90% of Germany's elementary school population was trained in the lower schools where the aim was to educate the youth only to the point which would make such on-coming citizens economically *valuable.* From these schools 80% of the boys and girls disappear at 14 years of age to become breadwinners.

Answer *a,* with reference to the preceding selections:

Write the subject and the verb of each of *four* dependent clauses in selection *b* and give the syntax of each clause.

6. Answer *a, b* and *c* with reference to the following sentence:

These tapestries, one of which is reproduced herewith, deal with incidents in the lives of famous men.

(*a*) Rewrite the sentence, making of it *two* simple declarative sentences.

(*b*) Expand a single word of the sentence into an adjective clause.

(*c*) Change the sentence to a simple declarative sentence.

7. Give the syntax of *each* italicized phrase in the following selections:

(*a*) If I should ask *myself why* we allow football at all, I should be compelled to *answer that* we permit it because in spite of evils it has developed in many boys manly *virtues.*

(*b*) *In talking* with authors, the writer has found many of them taking one common *position* which, in his opinion, is a false one. They say: "Any teacher ought to be able to understand *what* a child means when he says attribute complement even if the teacher is familiar with some other name."

(*c*) Among the lessons *taught* by the French Revolution there is *none* sadder or more *striking* than *this,* that you may make everything else out of the passions of men except a political

system that will work, and that there is nothing so pitilessly and unconsciously *cruel* as sincerity formulated into dogma.

8. Name the kind and give the syntax of each of the first *eight* dependent clauses in *a* and *b* of the foregoing selections:

9. Answer *a*, *b*, *c* and *d* with reference to the following selection:

In general, it has ever been true that leisure is the cream of life. We have tried desperately to build up an immunity to leisure, with our dull gospel of work for work's sake. *There* is a glory in creative work; but even that becomes pain and *weariness* if we are kept too long at it. All labor produces, sooner or later, weariness and pain, nature's *signal* to quit and go a-playing. *When* does that most stolid of men, the peasant, live most fully—*when* he plods the endless furrow, or when, at evening, he sings his songs, *dances*, prays, and courts his maiden? . . . I think that the men of the best sort reach their farthest *north* in life, not in the hours they pay for life, but in the hours they spend in living. Certain am I that none *but* an imbecile could find delight in sharing the daily toil of the urban masses, so mechanized has *it* become. Consequently, education for leisure is precisely education for life. An education for life comes squarely down to education for culture.

(*a*) Select and label *two* noun clauses, *two* adjective clauses and *three* adverbial clauses. Give the syntax of *each* clause selected.

(*b*) Classify the third sentence as simple, complex or compound and justify your classification.

(*c*) Give the simple subject and the simple predicate of *each* clause in the sentence beginning, "Certain am I."

(*d*) Select and label *two* adjective prepositional phrases and *one* adverbial prepositional phrase; give the syntax of *each* phrase selected.

10. Answer *a*, *b*, and *c* with reference to the following sentence:

But, *however* dark and *hopeless* the future might be, *at least*, here and now, she knew she had not been mistaken; *and* she was proudly conscious *that*, whatever *else* might be in store *for her*, to be slighted and forgotten by Ludoric Macdonnell was the last *thing* she had to fear.

(*a*) Give the syntax of *each* italicized word or phrase.

(*b*) Select and label the subject of an adverb clause, the verb of an adjective clause, the verb of a noun clause and the verb of an independent or principal clause.

(*c*) Supply a subordinate conjunction and a relative pronoun that are omitted.

CHAPTER IX

THE NOUN

17. Classes of nouns.

1. *Common*	2. *Proper*	3. *Collective*	4. *Concrete*	5. *Abstract*
book	Bible	library	(includes	wisdom
soldier	John	army	first three	honesty
city	Chicago	community	classes)	justice

18. Number. The plural is formed most frequently by adding *s* to the singular: *chair, chairs; book, books;* etc. Other methods are:

1. Internal change: *man, men; tooth, teeth;* etc.
2. Use of a suffix: *ox, oxen;* etc.
3. Miscellaneous methods: *ferry, ferries; glass, glasses; son-in-law, sons-in-law.*

19. Gender.

1. *Masculine*	2. *Feminine*	3. *Neuter*	4. *Common*
father	mother	book	parent
soldier	aunt	apple	teacher

The feminine gender is formed from the masculine in in various ways:

1. Different word for each gender: *brother, sister.*
2. Suffix: *aviator, aviatrix.*
3. Prefixing of known gender: *man-servant, maid-servant.*

20. Case. There are three cases:

1. *Nominative* 2. *Possessive* 3. *Objective*

21. Uses of the nominative case.

1. Subject of a verb:

Every *day* is a fresh beginning. *Susan Coolidge.*

2. Apposition with subject:

Priscilla, the Puritan *maiden,* loved John Alden.

3. Predicate nominative (used with a copulative verb):

Life is a *festival* only to the wise. *Emerson.*

4. Nominative by direct address:

Dear *Father,* take care of thy children, the boys. *Holmes.*

5. Nominative by pleonasm:

The mountains, *they* are a silent folk. *Hamlin Garland.*

6. Nominative absolute:

The *lanterns,* having been lit, we all fell to work with a zeal. *Poe.*

7. Predicate nominative after a passive verb:

Edison is called the *wizard* of the twentieth century.

22. Uses of the possessive case.

1. Direct possessive:

"Heart-break House" is one of *Shaw's* plays.

2. Appositive possessive:

"Mare Nostrum" is Ibanez's, the *Spaniard's.*

3. Double possessive:

"Conrad in Quest of His Youth" is one of Leonard *Merrick's.*

23. Uses of the objective case.

1. Object of a verb:

Death devours all lovely *things.* *Edna St. Vincent Millay.*

2. Object of a preposition:

Carry me back to old *Virginny.* *James Bland.*

3. Apposition with object:

He gave to misery all he had, —a *tear*. *Gray.*

4. Indirect object: *to* or *for* is understood:

McKinley gave *Rowan* a letter to be delivered to Garcia. *Elbert Hubbard.*

5. Retained object (after a verb in the passive voice):

Rowan was given a *letter* by McKinley.

6. Adverbial objective (denotes weight, cost, speed, time, etc.):

An ounce of prevention is worth a *pound* of cure. *Proverb.*

Three *years* she grew in sun and shower. *Wordsworth.*

7. Subject of infinitive:

Teach *me* to feel another's woe. *Pope.*

Let *us* preserve our respect for truth. *Bertrand Russel.*

8. Objective complement:

President Harding appointed Edward P. Farley *Chairman* of the Shipping Board.

9. Cognate object:

They that have done this *deed* are honorable men. *Shakespeare.*

I'll sing the *song,* sir. *Padraic Colum.*

24. Syntax of nouns. The following example shows how to give the syntax of nouns:

A famous *man* is *Robin Hood,*
The English *ballad-singer's joy.* *English Ballads.*

Word	*Case*	*Reason for case*
Robin Hood	nominative	subject of *is*
man	nominative	predicate nominative of *is*
ballad-singer's	possessive	modifies *joy*
joy	nominative	apposition with *Robin Hood*

The *skipper* he blew a *whiff* from his *pipe*
And a scornful *laugh* laughed he. *Longfellow.*

Word	*Case*	*Reason for case*
skipper	nominative	by pleonasm
whiff	objective	object of *blew*
pipe	objective	object of preposition *from*
laugh	objective	cognate object of *laughed*

EXERCISE 14 *

1. Copy the following sentences and in place of the blank insert the plural of the word that follows the blank:

(*a*) My (thigh) ached from the swift descent.
(*b*) The cold (plateau) are the home of the llama.
(*c*) The (pony) were laden with miscellaneous articles.
(*d*) The (thief) were caught as they were leaving the place.
(*e*) Stony (valley) are numerous in that part of Peru.
(*f*) He earned his living by tuning (piano).
(*g*) He cultivated a field of (potato).
(*h*) The load was pulled by a yoke of (ox).
(*i*) His two (son-in-law) are in France.
(*j*) There were many (oasis) in the desert.

2. Write the possessive plural of *each* of the following nouns: *lady, thief, laborer, ox, deer, monkey, mouse, dwarf, negro, Englishman.*

3. Give the possessive plural of *each* of the following: *mouse, wife, man, teacher, negro.*

4. Write the plural of *negro, mystery, knife, phenomenon, radius;* the possessive singular of *it, other, mother-in-law, hostesses, Dickens.*

5. Write the plural of *sex, man-of-war, district attorney, Jack-in-the-pulpit.*

6. Write sentences containing the plurals of the following: *Roman, t, syllabus, tomato, Miss Smith, dwarf, datum, Mr. White, son-in-law, March.*

7. Give the plural of *each* of the following: *lens, piano, hero, spoonful, lily of the valley, penny, dwarf, Englishman, mouse, deer.*

8. Decline *I* and *it* in both singular and plural.

9. Give *three* inflected forms of *I, three* of *class* and *four* of *go.*

* Examination Questions.

EXERCISE 15

Give the syntax of every noun and pronoun in the following sentences:

1. Let Nature be your teacher. *Wordsworth.*
2. Build thee more stately mansions; oh my soul! *Holmes.*
3. Here comes Bassanio, your most noble kinsman. *Shakespeare.*
4. Lord, be merciful to me, a fool! *E. R. Sill.*
5. Whose was the hand that slanted back this brow?
Edwin Markham.
6. Tears such as Angels weep burst forth. *Milton.*
7. Stand! the ground's your own, my braves! *John Pierpont.*
8. My day or night myself I make. *W. Byrd.*
9. Let music swell the breeze and ring from all the trees sweet Freedom's song. *S. F. Smith.*
10. Remember me a little then, I pray,
The idle singer of an empty day. *Wm. Morris.*
11. Under the wide and starry sky dig the grave and let me die. *R. L. Stevenson.*
12. They bring me sorrow touched with joy,
The merry, merry bells of Yule. *Poe.*
13. There's a silver lining through the dark clouds shining.
Lena G. Ford.
14. Give me, O friend, the secret of thy heart. *Mrs. Darmesteter.*
15. Life is a stream on which we strew
Petal by petal the flower of our heart. *Amy Lowell.*
16. Thought is the wages for which I sell my days. *R. W. Emerson.*
17. Tut-ank-amen, as you know,
Lived three thousand years ago. *W. W. Mack.*

25. Substitutes for the noun.

A. Word: any part of speech:
None may buy back *yesterday.* *Louise Driscoll.*

B. Prepositional phrase:
Over the fence is *out of danger.* *Dr. Roland Keyser.*

C. Infinitive phrase:
1. Subject of a verb:
To be natural it is only necessary to be sincere.
Dr. F. Crane.

2. Subject after *It:*

It would be most imprudent *to be* unprepared.
Woodrow Wilson.

3. Predicate noun phrase:

To be great is *to be* misunderstood. *Oscar Wilde.*

4. Object of verb:

Learn *to labor* and *to wait.* *Longfellow.*

5. Object of a preposition:

Sometimes, where the stream was too impetuous . . . there was nothing for it but *to land* and *carry* over.
R. L. Stevenson.

D. Participle or verbal noun:

There is no great achievement that is not the result of patient *working* and *waiting.* *J. G. Holland.*

26. Uses of the noun clause.

1. Subject of a verb:

What is really important in man is the part of him that we do not yet understand. *G. B. Shaw.*

2. Subject after the expletive *it:*

It was the eager wish to soar *that gave the gods* their wings. *Don Marquis.*

3. Apposition with subject:

Roosevelt's saying, *"My hat is in the ring."* has an interesting history.

4. Predicate noun:

Though Fate may frown, life is largely *what we make it.* *Beatrice Barry.*

5. Object of a verb:

"Spring came on forever," said the Chinese nightingale. *Vachel Lindsay.*

6. Object of a preposition:

We look before and after and pine for *what is not.*
Shelley.

7. Apposition with object:

My own life should teach me this: *that life shall live for evermore.* *Tennyson.*

8. Adverbial objective (after a predicate adjective):
I am sure *care's an enemy to life. Shakespeare.*

9. Retained object (after a verb in the passive voice):

I was told *that America was a free country.*
Christopher Morley.

27. Syntax of substitutes for nouns.

1. Participial nouns or verbals:

The opportunity is often lost by *deliberating. P. Syrus.*
Vain is the *chiming* of forgotten bells. *Joyce Kilmer.*

Participial noun	*Case*	*Reason for case*
deliberating	objective	object of *by*
chiming	nominative	subject of *is*

2. Infinitive noun phrases:

To know how *to dispense* with wealth is *to possess* it.
Raymond.

Phrase	*Kind*	*How used*
to know	noun	subject of *is*
to dispense	noun	object of *to know*
to possess	noun	predicate nominative of *is*

3. Prepositional noun phrase:

Over the fence is *out of danger. Dr. R. Keyser.*

Phrase	*Kind*	*How used*
over the fence	noun	subject of *is*
out of danger	noun	predicate nominative of *is*

4. Noun clauses:

The reason why borrowed books are so seldom returned to their owners is that it is much easier to retain the books than what is in them. *Montaigne.*

Introductory word	*Clause*	*Kind*	*How used*
why	books are returned	noun	apposition with *reason*
that	it is much easier	noun	predicate noun clause of *is*
	what is in them	noun	object of *to retain* (understood)

EXERCISE 16

Give the syntax of the participial nouns in the following sentences:

1. Learn the luxury of doing good. *Goldsmith.*
2. Be still sad heart and cease repining. *Longfellow.*
3. Today I have grown taller from walking with the trees. *Karle W. Baker.*
4. Believing is far easier than thinking. *James H. Robinson.*
5. True wisdom is to know what is best worth knowing and to do what is best worth doing. *Humphreys.*
6. Heavy hearts like clouds in the sky are best relieved by the letting of water. *Rivarol.*
7. Economy is the art of making the most of life. *G. B. Shaw.*
8. There is no rule more invariable than that we are paid for our suspicions by finding what we suspect. *Thoreau.*

Give the syntax of every infinitive in the following sentences:

9. To rule one's anger is well: to prevent it is better. *Edwards.*
10. I have lived to know the secret of happiness is never to allow your energies to stagnate. *A. Clarke.*
11. Cease to do evil: learn to do well. *Bible.*
12. Let age approve of youth. *Robert Browning.*
13. On us He has laid the duty—the task of the wandering breed
    To better the world with beauty wherever the way may lead.
    Bliss Carman.
14. The moth-hour went from the fields and stars began to peep. *W. B. Yeats.*

Give the syntax of every noun clause in the following sentences:

15. I believe the tragedy of Hamlet lies in his inability to compromise with life. *John Barrymore.*

16. We too readily assume that everything has two sides and that it is our duty to be on one or the other. *James H. Robinson.*
17. It is the things we have that go. *Sara Teasdale.*
18. They say life is a highway and its milestones are the years. *Joyce Kilmer.*
19. 'Tis for youth the feast is spread. *Don Marquis.*
20. We know what we are but know not what we may be. *Shakespeare.*

28. Errors in the use of nouns.

1. Singular for plural and vice versa:

Incorrect: The phenomena *is* observed here.

Correct: The phenomena *are* observed here.

2. Objective or nominative case before a participial noun: instead of the possessive:

Incorrect: We must insist on every *citizen* doing his duty.

Correct: We must insist on every *citizen's* doing his duty.

3. Disagreement between the subject and its verb:

Incorrect: Every *woman* of the score aboard *were* drowned.

Correct: Every *woman* of the score aboard *was* drowned.

Incorrect: Griffiths *and* Collins *was* against De Valera's plan.

Correct: Griffiths *and* Collins *were* against De Valera's plan.

Incorrect: Kipling *or* Wells *are* representative of English literature.

Correct: Kipling *or* Wells *is* representative of English literature.

Incorrect: *Neither* Sir Oliver Lodge *nor* Maeterlink *have* proved life continues after death.

Correct: *Neither* Sir Oliver Lodge *nor* Maeterlink *has* proved life continues after death.

Incorrect: The captain *with* all his men *were* saved.

Correct: The captain *with* all his men *was* saved.

4. Incorrect form of plural:

Incorrect: Take two *teaspoonsful* of medicine every four hours.

Correct: Take two *teaspoonfuls* of medicine every four hours.

Incorrect: The woman's three *son-in-laws* arrived this morning.

Correct: The woman's three *sons-in-law* arrived this morning.

EXERCISE 17A

Correct the errors, if any, in the following sentences:

1. There are two notary-publics on this street.
2. The jury has disagreed.
3. Every boy and every man were busy.
4. Neither Ford nor Edison were willing to discuss the Muscle Shoals project.
5. President Harding with all the members of his Cabinet were welcomed by the Senate.
6. The future of the Slavic nations will depend upon Russia carrying out her obligations.
7. Canada as well as Australia were settled by the English.
8. Have France or Japan agreed to complete disarmament?
9. Five thousand dollars were contributed by an unknown donor.
10. Cross your ts, dot your is and write your 5s and your 3s more clearly.
11. Germany giving up all resistance in the Ruhr Valley will lead to an early settlement with France.

EXERCISE 17B

1. Write the plural of the following words: Echo, mosquito, canto, piano, volcano, banjo, solo, buffalo, domino, bronco, potato.
2. Use the plural of the following words in sentences: mystery handful, Dutchman, German, Englishman, pony, Miss Sharp, Henry, court-martial, scarf, major-general, tooth-brush.
3. Use the following correctly in original sentences: Tidings, athletics, means, news, proceeds, wages, ashes, gallows, scissors, politics, mathematics.

CHAPTER X

THE PRONOUN

29. Classes of pronouns. Pronouns are classified as to form and as to use. Classified as to form, pronouns are either **simple** (e.g., *him, who*) or **compound** (e.g., *himself, whoever*). Classified as to use, pronouns are divided into five classes:

1. Personal: *he, we, they, it.*
2. Interrogative: *who? which? what?*
3. Relative: *who, which, what, that, as.*
4. Demonstrative: *this, that, former, latter.*
5. Indefinite: *one, some, few.*

NOTE. *As* is a relative pronoun after *such* and *same:*

We are such stuff *as* dreams are made of. *Shakespeare.*

30. Uses of the Compound Personal Pronoun.

1. *Emphatic:* The pronoun is in apposition with the subject:

We *ourselves* are our best friends or worst enemies.

2. *Reflexive:* The pronoun follows the verb as a direct object:

We wrong *ourselves* more when we intentionally wrong others.

31. Person.

First person—denotes the person speaking: *I, we.*
Second person—denotes the person spoken to: *you.*
Third person—denotes the person or thing spoken about: *he, she, it, they.*

32. Syntax. The following example shows how to give the syntax of a pronoun:

If *ye* break faith with *us who* die
We shall not sleep, though poppies grow
In Flanders fields. *John McRae.*

Word	*Class*	*Case*	*Reason for case*
ye	personal	nominative	subject of *break*
us	personal	objective	object of preposition *with*
who	relative	nominative	subject of *die*
we	personal	nominative	subject of *shall sleep*

We shall never be content until each man makes *his* own weather and keeps *it* to *himself*. *Jerome K. Jerome.*

Word	*Class*	*Case*	*Reason for case*
we	personal	nominative	subject of *shall be*
his	personal	possessive	modifies *weather*
it	personal	objective	object of *keeps*
himself	personal	objective	object of preposition *to*

33. Errors in the use of pronouns.

A. Nominative case instead of the objective.

Incorrect: He helped us all, *I* among the rest.
Correct: He helped us all, *me* among the rest.
Incorrect: Between you and *I* this is wrong.
Correct: Between you and *me* this is wrong.
Incorrect: Let you and *I* hide behind the door.
Correct: Let you and *me* hide behind the door.
Incorrect: I refer to Sinclair Lewis, *he* who wrote "Main Street."
Correct: I refer to Sinclair Lewis, *him* who wrote "Main Street."
Incorrect: *Who* do you wish to see, please?
Correct: *Whom* do you wish to see, please?
Incorrect: For *who* is this letter?
Correct: For *whom* is this letter?

B. Objective case instead of the nominative.

Incorrect: Yes, it was *me.*

Correct: Yes, it was *I.*

Incorrect: Is it *her* you want to see?

Correct: Is it *she* you want to see?

Incorrect: You are taller than *him.*

Correct: You are taller than *he.*

Incorrect: The persons you spoke of could not have been *them.*

Correct: The persons you spoke of could not have been *they.*

Incorrect: Jimmy is the man *whom* I think can open the safe without knowing the combination.

Correct: Jimmy is the man *who* I think . . . . . .

Incorrect: I am often taken to be *him.*

Correct: I am often taken to be *he.*

Incorrect: *Whom* do you suppose will win the game?

Correct: *Who* do you suppose will win the game?

C. Using the possessive case instead of the objective before a verbal noun.

Incorrect: I am sorry to learn of *him* doing that.

Correct: I am sorry to learn of *his* doing that.

D. Disagreement in number of a pronoun and its antecedent.

Incorrect: Everybody should mind *their* own business.

Correct: Everybody should mind *his* own business.

Incorrect: The attempt to communicate with Mars is one of the many signs that *is* indicative of a broader interest in life.

Correct: The attempt . . . *are* . . . life.

E. Using a personal pronoun unnecessarily.

Incorrect: Caruso, *he* died August 2, 1921.

Correct: Caruso died August 2, 1921.

F. Using pronouns so that antecedents are not clear.

Incorrect: Farmer Brown told farmer Jones *his* bull had broken into *his* garden and ruined *his* vegetables.

Correct: "Mr. Jones," said farmer Brown, "*your* bull has broken into *my* garden and ruined *my* vegetables."

G. Using *them* for the adjective *these* or *those*.

Incorrect: How much are *them* apples?

Correct: How much are *these* (*those*) apples?

H. Using *they* without a definite antecedent.

Incorrect: Out West they often find gold even in the backyard.

Correct: Out West gold is often found even in the back-yard.

I. Placing an adjective clause too far from the word it is intended to modify.

Incorrect: For sale a cow by a farmer's *wife that has long pointed horns.*

Correct: For sale by a farmer's wife a *cow that has long pointed horns.*

J. Using *which* to refer to a phrase or a clause.

Incorrect: Rip was unmindful of his family and careless about his personal appearance which rendered his home life unhappy.

Correct: Rip . . . personal appearance, *habits* which . . . unhappy.

EXERCISE 18

Give the syntax of every pronoun in the following sentences:

1. There is a destiny that makes us brothers. *Edwin Markham.*
2. Only what we have wrought into our character during life can we take away with us. *Humboldt.*
3. The song I could not answer was the one I knew the best. *T. A. Daly.*
4. If you call the gypsy a vagabond, I think you do him wrong. *Joyce Kilmer.*
5. We blossom for those who need us. *Bliss Carman.*
6. God made me worthy of my friends. *Frank D. Sherman.*

7. Give us Thy light, forgive us what we are. *John Masefield.*
8. Let me but do my work from day to day. *H. Van Dyke.*
9. The old priest, Peter Gilligan, he knelt him at that word.
W. B. Yeats.
10. Congress should call upon anyone who is able to serve.
Charles E. Hughes.
11. A man who is master of himself can end a sorrow as easily as he can invent a pleasure. *Oscar Wilde.*

Little roads of Life, you bid us roam. *Roselle M. Montgomery.*

12. No man may have all that he please. *Brander Matthews.*

EXERCISE 19 *

1. Point out the following errors, correct each and give the rule of grammar violated:

(*a*) Neither of these were absent.

(*b*) Being asked to nominate James, all my former resolutions were shattered.

(*c*) Pass it to a friend whom you think may be interested.

(*d*) The walls inside are covered with beaver board, which, together with the heavy comfortable furniture, give the rooms a very rustic atmosphere.

(*e*) Some time ago we had the pleasure of furnishing you samples upon memorandum, but to date have not been honored by you replying to us.

(*f*, *g*) Each of eight boys in the family were given a strip of land when they became of age.

(*h*) This magazine article explains the laws on which resisttance of electrical conductors depend.

(*i*) He did not do very good in that business.

(*j*) The following are a list of Stevenson's works.

(*k*) This shall be a matter entirely between you and I.

2. Correct *each* of the errors in the following sentences and give a grammatic reason for each change made:

(*a*) I dislike to be the cause of them failing in the examination.

(*b*) Tell me whom it is you see across the room.

(*c*) The traveler's account of his hardships in the Arctic regions were published in a popular magazine.

(*d*) It is a question of veracity between him and I.

(*e*) I can not scarcely understand how he could do it.

* Examination Questions.

(*f*) Of course the woman must have been insane to act like she did.

(*g*) It is I who is your debtor in this case.

(*h*) It is safe to say that only one out of every ten of the great number of students realize the value of economy.

(*i*) Each plate must be capable of withstanding a pressure of five hundred pounds per square inch before they are lowered into place.

(*j*, *k*) It would help considerable if you would speak to the manager about the existing conditions, as he don't take a letter very seriously.

3. Of the forms in parenthesis in *each* of the following sentences, write the correct one without copying the entire sentence, and give the reason for your answer:

(*a*) (Who, whom) do you think called?

(*b*) Each of the girls expected (themselves, herself) to be chosen.

(*c*) Any one who can pass one of these examinations may rest assured that (he, they) can pass any examination that may be presented.

(*d*) He (don't, doesn't) attend the meetings.

(*e*) Between you and (me, I, myself), he is a little odd.

(*f*) The man had (went, gone) down the street.

(*g*) If there is such a person here, let (him, them) speak now.

(*h*) If I (was, were) you, I should go.

(*i*) I am a little older than (he, him).

(*j*) She took it to be (I, me).

4. Of the two forms in parenthesis in *each* of the following sentences choose the correct one, give its syntax and state the principle of syntax involved:

(*a*) (Who, whom) did you find at home?

(*b*) I know of no one I admire more than (him, he).

(*c*) Each of us (have, has) a bicycle.

(*d*) (Who, whom) did you say it was?

(*e*) Anything he or I (suggest, suggests) is likely to be accepted.

(*f*) By the time the farmer has arrived at the barn, early on winter mornings, his livestock (has, have) long been up waiting for (its, their) breakfast.

(*g*) The combination of these two methods (helps, help) me to remember the word.

(*h*) This, together with its wonderful situation, (make, makes) it a real bargain.

(*i*) Neither hard work nor intelligent effort (has, have) been spared.

5. Of the two forms in parenthesis in *each* of the following sentences choose the correct one and give clearly the reasons for your choice:

(*a*) Give it to (whoever, whomever) may be in the office.

(*b*) I have heard of (his, him) being there.

(*c*) I shall not go (without, unless) he goes.

(*d*) This critic's definition of literature is different (than, from) that of Poe.

(*e*) Three fourths of his time (is, are) wasted.

6. Fill correctly each blank in the following with a personal *or* a relative pronoun and give the syntax of the word that you have used:

(*a*) You knew it to be — whom you met in the corridor.

(*b*) He mistook the burglar for — as he rushed to the telephone.

(*c*) These are — of whom we were speaking.

(*d*) I remember the fact of — going home early that night.

(*e*) No one — you know lives here.

7. Define and illustrate in sentences *four* classes of pronouns.

8. Of the two forms in parenthesis in the following sentences choose the correct one and give the reason for your choice:

(*a*) Don't (they, he) look rested to-day?

(*b*) We heard of (you, your) going to the South Sea Isles.

(*c*) Here are the books (which, that) were in my desk.

(*d*) He and (myself, I) contributed to the Japanese Earthquake Fund.

(*e*) (Who, which) was (your, you're) favorite at the Polo Grounds fight, Dempsey or Firpo?

(*f*) Please let (me, I) take my mother upstairs.

(*g*) (Which, what one) of the two pens do you want?

(*h*) Was it (she, her) (who, whom) you met yesterday?

(*i*) The ZR-3 will look like (it's, its) sister airship, the ZR-1.

(*j*) (Whom, who) do you take (they, them) to be?

(*k*) (They're, their) hanging Danny Deever in the morning.

(*l*) (Who's, whose) there? (It's, its) (me, I).

(*m*) Explain clearly what is the difference between

(1) My mother's picture: A picture of my mother.

(2) Sothern and Marlowe's productions: Sothern's and Marlowe's productions.

CHAPTER XI

THE ADJECTIVE

34. Classes of adjectives. Adjectives are divided into three classes:

1. Adjectives of Quality:
   The *narrow* doors to sorrow are *secret, still* and *low.*
   F. S. Davis.
2. Adjectives of Quantity:
   One today is worth *ten* tomorrows.
3. Demonstrative Adjectives:
   At last came the awful day when the *third* and *last* effort to cast the great bell was to be made. *L. Hearn.*

35. Comparison of adjectives. There are three degrees of comparison:

1. *Positive*—implies comparison: *good.*
2. *Comparative*—expresses comparison between two: *better.*
3. *Superlative*—expresses comparison between more than two: *best.*

36. Adjectives are compared as follows:

1. Irregularly: *little, less, least.*
2. Use of suffix.
   (*a*) The comparative is formed by adding *er* to the positive: *bright, brighter; tall, taller.*
   (*b*) The superlative is formed by adding *est* to the positive: *bright, brightest; tall, tallest.*

3. Use of a prefix.

(*a*) *More* or *less* is added to the positive to form the comparative.

(*b*) *Most* or *least* is added to the positive to form the superlative.

Positive	*Comparative*		*Superlative*	
ambitious	more or less	ambitious	most or least	ambitious

37. An adjective may modify a noun or a pronoun.

1. *Directly.* The adjective is placed *before* the word it modifies:

The *infirm* and *old* minstrel was the last of all the bards.

2. *Appositively.* The adjective is placed immediately after the word it modifies but before the verb:

The minstrel *infirm* and *old* was the last of all the bards.

3. *Attributively.* The adjective is placed after the verb (i.e., a predicate adjective):

The minstrel was *infirm* and *old.* *Sir Walter Scott.*

38. Substitutes for the adjective.

1. *Noun.*

(*a*) In apposition:

By none but me can the tale be told
The *butcher* of Rouen, poor *Berold.* *Rossetti.*

(*b*) In possessive case:

A *policeman's* lot is not a happy one. *W. S. Gilbert.*

2. *Pronoun.*

(*a*) In apposition:

General Pershing was interviewed by the reporter, *her* of the New York Times.

(*b*) In possessive case:

O, be *my* friend, and teach me to be thine. *Emerson.*

3. *Phrase.*

(*a*) Prepositional:

The beauty *of life* is harmony. *Frank Crane.*

(*b*) Infinitive:

Once to every man and nation comes the moment *to decide. Lowell.*

(*c*) Participial:

In an instant a dark line of men appeared *coming up the slope. Thomas N. Page.*

4. *Clause.*

The only people *who never make mistakes* are those *who do nothing. Thomas Huxley.*

EXERCISE 20

In the following sentences compare those adjectives which can be compared:

1. There is a magical isle up the River Time. *B. F. Taylor.*
2. The discovery fit to administer is a serious initial difficulty. *James Bryce.*
3. At first, my fancy saw only the storm hills, lonely lakes and venerable woods. *Nathaniel Hawthorne.*
4. A melodious chirping was audible behind, followed by a beautiful chuckle. *R. L. Stevenson.*
5. The melancholy days have come, the saddest of the year,
   Of wailing winds and naked woods, and meadows brown and sear. *Bryant.*
6. That life is long which answers life's great end. *Young.*
7. To mourn a mischief that is past and gone is the next way to draw a new mischief on. *Shakespeare.*

8. Passing through the ravine, they came to a hollow, like a small amphitheater, surrounded by perpendicular precipices, over the brinks of which impending trees shot their branches. *Irving.*

9. Nothing was heard in the room but the hurrying pen of the stripling,
Writing epistles important to go next day by the Mayflower,
Filled with the name and the fame of the Puritan maiden, Priscilla. *Longfellow.*

10. The two armies . . . saw Rustum standing, safe upon his feet,
And Sohrab, wounded, on the bloody sand. *M. Arnold.*

EXERCISE 21

Tell how the adjectives in the following sentences modify the nouns or the pronouns:

1. The real evil before us is the high cost of leisure.
T. R. Marshall.

2. You'll never die, my wonderful boy, while life is noble and true. *R. W. Service.*

3. A wandering harper, scorned and poor, begged his way from door to door. *Sir Walter Scott.*

4. An excuse is worse and more terrible than a lie, for an excuse is a lie unguarded. *Pope.*

5. A clever man compelled to serve a fool
Is like a pearl within a muddy pool. *Arthur Guiterman.*

6. When your fire's last song is sung
These old stars will still be young. *Clement Wood.*

EXERCISE 22

Find in the following sentences substitutes for adjectives, group them according to the classification in 38 and give the syntax of every such substitute:

1. They also serve who only stand and wait. *Milton.*

2. He who gives money he has not earned is generous with other people's labor. *George B. Shaw.*

3. I am a part of all that I have met. *Tennyson.*

4. I count life just a stuff to try the soul's strength on.
R. Browning.

5. The great city is that which has the greatest man or woman.
Walt Whitman.

EXERCISE 23A

Give the syntax of every adjective or substitute for an adjective in the following sentences:

1. That man is the richest whose pleasures are the cheapest. *Thoreau.*

2. He travels the fastest who travels alone. *Kipling.*

3. Every one can master a grief but he that has it. *Shakespeare.*

4. The true greatness of a nation is in those qualities which constitute the true greatness of the individual. *Charles Sumner.*

5. I remember, I remember the house where I was born,
The little window where the sun came peeping in at morn.
Thomas Hood.

6. Count that day lost whose low descending sun
Views from thy hand no worthy action done. *J. Robert.*

7. He who did well in war just earns the right to begin doing well in peace. *R. Browning.*

8. Oh, may I join the choir invisible of those immortal dead who live again in minds made better by their presence. *George Eliot.*

9. He who judges least, I think, is he who judges best. *Alice Cary.*

10. Pleasure that comes unlooked for is thrice welcome. *Rogers.*

Errors in the Use of Adjectives

1. Using *them* as an adjective in the place of *these* or *those:*

Incorrect: *Them* apples are not good to eat.
Correct: *These* or *those* apples are not good to eat.

2. Omitting *a, an* or *the* when it is necessary or inserting it unnecessarily:

Incorrect: The stenographer and bookkeeper could not agree with each other.
Correct: The stenographer and *the* bookkeeper could not agree with each other.

3. Omitting *other* after *than any* following an adjective in the comparative degree:

Incorrect: Texas is larger than any of the states.
Correct: Texas is larger than any *other* of the states.

4. Using *other* after an adjective in the superlative degree:

Incorrect: Radium is the rarest of all *other* substances.
Correct: Radium is the rarest of all substances.

5 Using *here* or *there* after a noun or a pronoun:

Incorrect: This *here* book is mine.
Correct: This book is mine.
Incorrect: That *there* pencil is an Eversharp.
Correct: That pencil is an Eversharp.

6. Using *a* after KIND or SORT:

Incorrect: What kind of a substance is insulin?
Correct: What kind of substance is insulin?
Incorrect: What sort of a glass will flexible glass be?
Correct: What sort of glass will flexible glass be?

INCORRECT USES OF ADJECTIVES: EXERCISE 23B

Rewrite the following, making corrections wherever you think necessary. Give a reason for every correction made.

1. What sort of a house does your friend live in?
2. Of the two cities which is the larger, Yokohama or Tokio?
3. These sort of plums are not good to eat.
4. This does not look well to me.
5. The milk tastes sourly.
6. That there horse is Papyrus.
7. Of these three billiard balls this one is most round.
8. A nurse and porter wanted.
9. Iron is the most useful of all other metals.
10. American universities are as good as if not better than those of Germany or France.

EXERCISE 23C

1. Illustrate the three ways in which an adjective may modify a noun or a pronoun, using original sentences.

2. Using current topics, construct sentences to illustrate the eight kinds of substitutes for an adjective. Give the syntax of every one of these substitutes.

CHAPTER XII

THE VERB

39. Transitive and Intransitive Verbs.

An *intransitive verb* completes the meaning of the verb without the use of an object:

> The lady Judith *comes* out of the house after three years. *Arnold Bennett.*

A *transitive verb* needs an object to complete its meaning. Such word, either a noun or a pronoun, receives the action expressed by the verb:

> Appraise the *spring* before you drink the *water.*
> *A. Guiterman.*
>
> I climb *them* step by step, the vanished years.
> *J. Marks.*

40. Copulative verbs also need a word to complete the action or state of being expressed by the verb, but that word is called a predicate nominative and not an object because it and the subject are the same:

> Pershing *became* the commander of the American Expeditionary Force. *Pershing* and *commander* are the same person.
>
> Homer *was* a blind poet. *Homer* and *poet* are the same person.

Some copulative verbs are *seem, look, become, grow, appear, is, are, was, has been.*

41. Transitive verbs used intransitively. Some verbs may be used both transitively and intransitively:

Transitive	*Intransitive*
The Germans *sank* the Lusitania.	The Lusitania *sank* rapidly.
Britannia *rules* the waves.	King Albert *rules* wisely.
Moses *dashed* the tables to the ground.	The breaking waves *dashed* high.

42. The active and the passive voice.

Active voice. A verb is said to be in the active voice when the subject of the sentence denotes the *doer* of the action:

I sent thee late a rosy wreath. *Ben Jonson.*

Passive voice. A verb is said to be in the passive voice when the subject of the sentence denotes the *receiver* of the action:

A rosy wreath *was sent* thee by me.

43. Changing from the active voice to the passive voice.

1. The subject *I* in the active voice becomes the object *me,* of the preposition *by* in the passive voice.

2. The direct object, *wreath,* in the active voice becomes the subject in the passive voice.

44. Relation between voice and transitive verbs.

1. Only transitive verbs may be in the passive voice. A verb in the passive voice is therefore a transitive verb.

2. Intransitive verbs are always in the active voice.

3. Transitive verbs may be either in the active voice or in the passive voice.

45. Mode.—The *mode* of a verb indicates the manner in which the action is to be regarded. There are four modes:

1. *Indicative mode.* The indicative mode is used to state a fact or to ask a question:

One kind word *keeps* the heart aglow. *A. Guiterman.*
Where are snows of yesterday? *Justin H. McCarthy.*

2. *Infinitive mode.* The infinitive mode is used to express an action or state of being without reference to person or number:

When a June arrives we long *to live* a thousand lives. *N. T. Reed.*

3. *Imperative mode.* The imperative mode is used to express a demand or to make a request:

Sleep, *get* a dream out of your secret chest. *F. Shore.*

4. *Subjunctive mode.* The subjunctive mode is used to express a wish or a supposition:

O grave, keep shut lest I *be* ashamed. *John Masefield.*

46. Uses of the Infinitive.

A. *Noun.*

1. Subject of verb:

To get back one's youth one has merely to repeat one's follies. *Oscar Wilde.*

2. Subject of verb following the expletive *it:*

It is of the utmost value *to learn* how to discriminate. *Dr. F. Crane.*

3. Apposition with subject:

Woodrow Wilson's slogan, *to make* the world safe for Democracy, has become a household phrase.

4. Predicate noun phrase after a copulative verb:

The glory of the present is *to make* the future free. *Henry Van Dyke.*

5. Object of verb:

If you know how *to* begin you will know when *to end.* *Thoreau.*

6. Part of the object of a verb:

Let music swell the breeze. *Smith.*

NOTE: Here the whole phrase, *music swell the breeze,* is the object of let, and music is the subject of (to) swell.

7. Object of a preposition:

Before the United States entered the World War Wilson's policy was to do nothing but *to watch* and *to wait.*

8. Independent:

To be sure, a knave will ever pose a saint.

B. Adjective:

There is nothing we despise so much as an attempt *to please* us. *G. B. Shaw.*

C. Adverb:

1. Modifying a verb:

God bless every man who strives *to keep* the laughter in our lives. *Nan T. Reed.*

2. Modifying an adjective:

A man's difficulties begin when he is able *to do* as he likes. *Thomas Huxley.*

3. Modifying an adverb:

As soon as people are old enough *to know* better, they don't know anything at all. *Oscar Wilde.*

EXERCISE 24 *

1. Complete *each* of the following sentences, using a different word in each case; tell whether each of the verbs is then used transitively or intransitively:

(*a*) The tree grows . . .
(*b*) He studies . . .
(*c*) The father returned . . .
(*d*) The army marched . . .
(*e*) The child can write . . .
(*f*) The wind blew . . .

* Examination Questions.

(*g*) The choir had sung . . .
(*h*) I approached . . .
(*i*) The captain commanded . . .
(*j*) I called . . .

2. Correct the errors in the following sentences:

(*a*) I like these kind of flowers.

(*b*) The study of science is the most interesting and useful of all other studies.

(*c*) If I was he, I wouldn't do it.

(*d*) Each one had his own opinion and went in a different direction, and so it didn't come out very good.

(*e*) Due to the high cost of living, I was not able to go.

3. Correct *each* of the following signs:

WOMENS' WEAR
NO SMOKING ALOUD

4. The following sentences have defects of structure; rewrite the sentences correctly.

(*a*) Let each boy or girl take their pencil.

(*b*) Try and rouse yourself.

(*c*) Following his breakfast he went to the office.

(*d*) Socialism is different than anarchy.

(*e*) The mind is not only developed, but also the body.

(*f*) Analysis is when things are resolved into elements or parts.

(*g*) Whom do you think it is?

EXERCISE 25

Give the syntax of every infinitive in the following sentences:

1. Scorn the proud man that is ashamed to weep. *Young.*
2. It is worse to apprehend than to suffer. *Pope.*
3. To know all is to excuse all. *John Galsworthy.*
4. Eat to please yourselves, but dress to please others. *Franklin.*
5. Life's book is hard to understand. *C. H. Towne.*
6. It is more brave to live than to die. *B. Lytton.*
7. It is not enough to do good; one must do it the right way. *John Morley.*
8. It's easy to fight when everything's right. *R. W. Service.*
9. Not in rewards, but in the strength to strive the blessing lies. *John T. Trowbridge.*

EXERCISE 26

1. Write five original sentences, each containing a different one of the following uses of the infinitive: (*a*) subject, (*b*) appositive, (*c*) direct object of a verb, (*d*) infinitive used as an adjective, (*e*) infinitive of purpose.

2. Give the syntax of the italicized words in the following sentences, and of the clauses beginning with *that* in the first line and with *whether* in the last line:

(*a*) The clear perception of the truth that liberty lies *deeper* than *laws* and *institutions* is *characteristic* of Burke's power *to strip* off the formal and conventional, and *lay hold* of the vital truth.

(*b*) The question with me is not whether you have a *right to render* your *people miserable,* but whether it is not your *interest* to *make them happy.*

3. Name and illustrate two uses of the subjunctive mode.

4. Name and illustrate three uses of the infinitive besides the use as subject and as object of a verb.

5. Write five original sentences, each containing a different one of the following uses of the infinitive: (*a*) subject, (*b*) appositive, (*c*) direct object of a verb, (*d*) infinitive used as an adjective, (*e*) infinitive of purpose.

6. Give the syntax of every infinitive in the following sentences:

(*a*) There is perhaps no worse advice . . . than the advice to do the work that's nearest. *G. K. Chesterton.*

(*b*) Our doubts are traitors and make us lose the good we oft might win by fearing to attempt. *Shakespere.*

(*c*) To travel hopefully is a better thing than to arrive. *R. L. Stevenson.*

(*d*) I care not who makes the world weep if *I* can make it laugh. *Percy Waxman.*

7. Write three sentences each containing an infinitive without to. Give the syntax of these infinitives.

8. Write ten verbs regularly followed by the infinitive without to, use each in an original sense and give the syntax of every infinitive.

9. Give the syntax of the first ten infinitives in a newspaper clipping.

10. Classify, according to Article 46, all the infinitives on a page of your language, literature or science text. Give the syntax of every infinitive.

CHAPTER XIII

PARTICIPLES

47. Participles or verbals. There are two classes of participles:

1. Participial or verbal nouns ending in *ing*.
2. Participial adjectives ending in *ing, d, ed,* and *t*.

48. The participial noun. In the sentence: *Paddling a canoe requires skill,* the word *paddling* has the functions of both a noun and a verb; of a noun, because it is the subject of *requires,* and of a verb, because it takes *canoe* for its object. Therefore the word *paddling* in this sentence is a *participial* or *verbal noun.*

49. The participial adjective. In the sentence: *Paddling the canoe rapidly, the man reached the camp before we did,* the word *paddling* performs the functions of an adjective and of a verb; of an adjective, because it modifies *man* and of a verb, because it takes *canoe* for its object and also because it is modified by the adverb *rapidly.* Therefore, in this sentence, *paddling* is a *participial adjective.*

50. Uses of the participial noun.

1. As subject of a verb:

   Reading maketh a full man: *writing* an exact man.
   Francis Bacon.

2. As predicate nominative:

   Growing old is *dying* young. *Edna St. Vincent Millay.*

3. As object of a verb:

Be still, sad heart, and cease *repining*. *Longfellow.*

4. As object of a preposition:

Every penny I ever made came from *writing*.
Channing Pollock.

5. As adverbial objective:

Something worth the *finding* lies whichever way we go. *Nan T. Reed.*

51. Kinds of participial adjectives. There are three kinds of participial adjectives:

1. Present participle ending in *ing:*

Like a choir of singers *singing* low
The dark pines stood. *Rose Macaulay.*

2. Past participle ending in *d, ed* or *t*:

The heights by great men *reached* and *kept*
Were not attained by sudden flight. *Longfellow.*

3. Perfect participle used with *having:*

Having devoured the sleeping warrior in the mead-hall, Grendel stalked back to the fens.

52. Syntax of participles. The folowing examples show how to give the syntax of a participle:

Truth *crushed* to earth shall rise again;
Error, *wounded,* writhes with pain. *W. C. Bryant.*

Adjective Participle	*Kind*	*How used*
crushed	past participle	modifies *truth*
wounded	past participle	modifies *error*

All are architects of fate
Working on the walls of time. *Longfellow.*

Adjective Participle	*Kind*	*How used*
working	present participle	modifies *architects*

Praising all alike is *praising* none
True worth is in *being*, not *seeming*. *Cary.*

Noun participle	*Case*	*Reason for case*
praising	nominative	subject of *is*
praising	nominative	predicate nominative of *is*
being	objective	object of *in*
seeming	objective	object of *in*

EXERCISE 27

Give the syntax of every participle in the following sentences:

1. Whatever is worth doing is worth doing well. *Lord Chesterfield.*
2. Great nature is an army gay, resistless, marching on its way. *R. W. Gilder.*
3. The hearing ear is always found close to the speaking tongue. *Emerson.*
4. 'Tis the last rose of summer left blooming alone. *T. Moore.*
5. The sweeping of that room was my college education. *Booker T. Washington.*
6. One thorn of experience is worth a whole wilderness of warning. *Lowell.*
7. Fathered by March, the daffodils are here. *L. W. Reese.*
8. While I nodded nearly napping suddenly there came a tapping. *Poe.*
9. No artist can be reproached for shrinking from a risk which only fools run to meet. *Joseph Conrad.*
10. Surely is was only yesterday that I was a boy in Liverpool, with a book under my arm, dreaming that the only thing worth doing in the world was the writing of the book. *Richard Le Gallienne.*

53. Correct usage of certain verbs.

A. **Lie** and **Lay.**

1. *Lie* is an intransitive verb.

Meaning: to rest, to recline.
Principal parts: lie, lay, lying, lain.

2. *Lay* is a transitive verb.

Meaning: to put, to place.
Principal parts: lay, laid, laying, laid.

B. **Sit** and **Set.**

1. *Sit* is an intransitive verb.

Meaning: to rest the body.
Principal parts: sit, sat, sitting, sat.

2. *Set* is a transitive verb.

Meaning: to put, to place, to lay out.
Principal parts: set, set, setting, set.

C. **Rise** and **Raise.**

1. *Rise* is an intransitive verb.

Meaning: to mount, to go up.
Principal parts: rise, rose, rising, risen.

2. *Raise* is a transitive verb.

Meaning: to elevate.
Principal parts: raise, raised, raising, raised.

D. **Fly, Flee** and **Flow.**

1. *Fly* is an intransitive verb.

Meaning: to move through the air.
Principal parts: fly, flew, flying, flown.

2. *Flee* is an intransitive verb.

Meaning: to escape, to run away.
Principal parts: flee, fled, fleeing, fled.

3. *Flow* is an intransitive verb.

Meaning: to run out (applied to a liquid or to a gas).
Principal parts: flow, flowed, flowing, flowed.

E. **May** and **Can.**

1. *May.*

Meaning: permission.
Principal parts: may, might.

2. *Can.*

Meaning: power or strength.
Principal parts: can, could.

F. **Shall** and **Will.**

1. *Shall, should* are used:

(*a*) In the first person to express intention.

(*b*) In the second and third persons to express determination.

(*c*) In the first person shall is used to ask a question.

2. *Will, would* are used:

(*a*) In the first person to express determination: it means the same as *shall* in the second and third persons.

(*b*) In the second and third persons to express intention: it means the same as *shall* in the first person.

3. The use of shall or will. The following quatrain found in an old grammar illustrates the use of *shall* and *will:*

In the first person simply *shall* foretells,
In *will* a threat or else a promise dwells;
Shall in the second and third doth threat,
Will simply then foretells a future feat.

4. In asking questions, use the form you expect in the answer:

Question: *Shall* you be at home tomorrow evening?
Answer: Yes, I *shall* be at home tomorrow evening.
Question: *Will* you attend the meeting next Sunday?
Answer: *Yes,* I will attend the meeting next Sunday.

EXERCISE 28

Fill in the blanks in the following sentences with the correct forms of lie or lay and give a reason for your choice:

1. The ship now — at anchor.
2. This afternoon I — down to rest a while.
3. How long did you —? I — about one hour.

4. Did you — your pen on my book? No, I — it on the desk, but it is not — there now.

5. — down, Rover.

6. — the carpet straight: it has — so since this morning.

7. Have the carpenters — the floor? No, they are — it now.

8. Was it your letter I found — on the desk? No, I — mine on the table, where it is still —.

9. Where did the writer — the scene of his story? The scene of "Shavings" is — at Cape Cod.

10. Is Rover — on the bed? Yes, he — there a few minutes ago: he must have — on the bed several hours.

EXERCISE 29

Fill the blanks in the following sentences with the proper form of sit or set giving a reason for your choice in every case:

1. How long did you — there? I — there only a few minutes.

2. I — the table yesterday, so I shall — it again today.

3. When did you — the clock? I — it just before you returned.

4. Don't you get tired — on the piano stool? You see I — on it only when the chairs are taken.

5. Has William — anything today? Yes, he has been — out the flowers.

6. This morning I — my desk by the window and there I —, enjoying the air.

7. Yesterday we — on the beach and watched the sun — behind the golden clouds.

8. My father — the hen on the eggs where she remained — the rest of the day.

9. When you have — things in order you will prefer to — a while before taking a walk.

10. — on the steps of the castle, Hamlet cursed the hour he was born to — the world straight.

EXERCISE 30

Fill the blanks in the following sentences with the correct forms of rise or raise giving a reason for your choice:

1. Can you — ten times in succession on your toes?

2. Please — the window a few inches from the bottom.

3. How high did the airplane —? When last I saw it, it had — about one thousand feet, and kept — still higher.

4. Many cities are — large sums of money: the total — in any city, however, is regulated by law.

5. When does the curtain — at the evening performance? Usually it — at eight, but last time I attended, the curtain — at eight-thirty.

6. Almost every day we read of men who have — from poverty to positions of trust and honor; nor do these men stop — then.

7. A — in the price of an article is sooner or later followed by a — in wages of the persons producing that article; yet many believe such conditions — the standard of living.

EXERCISE 31

Fill the blanks in the following sentences with the proper forms of the verbs fly, flee or flow, giving a reason for your choice in every case:

1. The dishonest cashier tried to — to Canada.

2. Different birds — at different heights.

3. All rivers eventually — into the sea.

4. — at a high altitude the aviator — out of his course so that he lost his way.

5. In trying to — from the mob, the robber — so quickly that he was obliged to throw his loot away.

6. In the White Mountains an underground stream known as the Lost River after — for a mile through caves and under rocks reaches the surface and then — on as a normal river.

7. The — prisoner was aided by a friend in an airplane which — rapidly beyond the shower of bullets.

8. In spring the freshets make the rivers — rapidly: often these swollen streams over — their banks and then the people must — quickly.

EXERCISE 32

Fill correctly the blanks in the following sentences with may or can giving a reason for your choice in every case:

1. The doctor told me I — eat whatever I please.

2. — I use your penknife to sharpen a pencil? Yes, you —, if you — open it.

3. Do you think you — get to the post-office before six? Yes, I am sure I —.

4. You — use my ticket next Friday evening.
5. What is the last day when we —.hand in our reports? You — hand them in on the tenth.
6. — your father call tomorrow? I am sure he —.
7. — I take a friend with me? Of course you —.
8. You — have my skates if you think you — use them.
9. How fast — we motor in your town? You — go only fifteen miles an hour within the town limits.
10. You — see him either tomorrow or the following day if you — get to the office before five.

EXERCISE 33

Fill correctly the blanks in the following sentences with shall or will, giving a reason for your choice in every case:

1. I — surely call tomorrow.
2. When — I see you again?
3. I hope that we — get to the theater on time.
4. Where — he leave the package for you?
5. You — report to the major as soon as you are ready.
6. If it rains we — not go.
7. I — be twenty years old next week.
8. I think I — soon finish reading this book.
9. — I open this window or that?
10. — you have dinner with me tomorrow? Yes, I —.
11. Do you think it — rain soon? Yes, I think it —.
12. This — never happen again if you — tell me what led up to it.
13. — I be given another chance if I fail? No, you — not.
14. I — be glad to see you.
15. I — be thankful to you if you — do this for me.

CHAPTER XIV

KINDS OF VERBS AS TO PRINCIPAL PARTS

54. Classification of verbs.

A. A **regular verb** forms its past tense by adding *d* or *ed* to the present: *wake, waked.*

B. An **irregular verb** forms its past tense by a change in the word itself: *do, did; see, saw.*

C. A **redundant verb** has more than four principal parts: *get, got, getting, got* or *gotten.*

D. A **defective verb** has fewer than four principal parts: *may, might; can, could.*

55. The Tenses: Synopsis of the verb begin in the first person plural.

Present tense	we begin
Past tense	we began
Future tense	we shall (will) begin
Present perfect tense	we have begun
Past perfect tense	we had begun
Future perfect tense	we shall (will) have begun

56. Forms of tenses. There are three forms of tenses:

1. *Progressive*—formed with *to be* and the present participle of the verb: *We are beginning. We were beginning.*

2. *Emphatic*—formed with *do* and the present infinitive of the verb: *We do begin. We did begin.*

3. *Potential*—formed with *may* or *can: We may* (or *can*) *begin. We might* (or *could*) *begin.*

57. Sequence of tenses. By *sequence of tenses* is meant the use of tense forms of the different modes in such a way as to observe correct time order.

Tense sequence.

$$\left\{\begin{matrix}\text{will}\\ \text{shall}\end{matrix}\right\} \text{ and } \left\{\begin{matrix}\text{can}\\ \text{could}\end{matrix}\right\}$$

1. I *shall stay* if you *need* me.
2. I *should stay* if you *needed* me.
3. I *should have stayed* if you *had needed* me.
4. I *will stay* if I *can help* you.
5. I *would stay* if I *could help* you.
6. I *would have stayed* if I *could have helped* you.

58. Sequence of tenses with infinitives. Infinitives have but two tenses:

	Active	*Passive*
present	to do	to be done
perfect	to have done	to have been done

59. Examples of correct tense sequence of infinitives:

I intended to hear (not, *to have heard*) Sir Oliver Lodge last week.

Czar Nicholas is supposed *to have been shot* (not *to be shot*) by the Bolsheviki in 1917.

60. Time sequence with verbals.

Incorrect: Having discovered our error, our calculations were begun anew.

Correct: Having discovered our error, we began our calculations anew.

Reason: Having discovered is intended to modify *we*, not *calculations* as it appears to do in the previous sentence.

61. Principal Parts of Verbs.

Present	*Past*	*Present Participle*	*Past Participle*
awake	awoke	awaking	awaked
be	was	being	been
bear	bore	bearing	borne
beat	beat	beating	beaten
begin	began	beginning	begun
bend	bent	bending	bent
bereave	bereft	bereaving	bereft
beseech	besought	beseeching	besought
bet	bet	betting	bet
bid	bade	bidding	bidden
bind	bound	binding	bound
bite	bit	biting	bitten
bleed	bled	bleeding	bled
blow	blew	blowing	blown
break	broke	breaking	broken
breed	bred	breeding	bred
bring	brought	bringing	brought
burst	burst	bursting	burst
buy	bought	buying	bought
catch	caught	catching	caught
chide	chide	chiding	chidden
choose	chose	choosing	chosen
cling	clung	clinging	clung
come	came	coming	came
creep	crept	creeping	crept
deal	dealt	dealing	dealt
dig	dug	digging	dug
dive	dived	diving	dived
do	did	doing	done
draw	drew	drawing	drawn
dream	dreamt	dreaming	dreamt
drink	drank	drinking	drunk
drive	drove	driving	driven
eat	ate	eating	eaten
fall	fell	falling	fallen

Present	*Past*	*Present Participle*	*Past Participle*
feed	fed	feeding	fed
feel	felt	feeling	felt
find	found	finding	found
fight	fought	fighting	fought
flee	fled	fleeing	fled
fling	flung	flinging	flung
fly	flew	flying	flown
forbear	forbore	forbearing	forborne
forget	forgot	forgetting	forgotten
forsake	forsook	forsaking	forsaken
freeze	froze	freezing	frozen
give	gave	giving	given
go	went	going	gone
grind	ground	grinding	ground
grow	grew	growing	grown
hang	hung, hanged	hanging	hung, hanged
hear	heard	hearing	heard
hew	hewed	hewing	hewn
hide	hid	hiding	hidden
hold	held	holding	held
hurt	hurt	hurting	hurt
keep	kept	keeping	kept
kneel	knelt	kneeling	knelt
know	knew	knowing	known
lay	laid	laying	laid
lead	led	leading	led
leave	left	leaving	left
lend	lent	lending	lent
lie	lay	lying	lain
lose	lost	losing	lost
make	made	making	made
mean	meant	meaning	meant
meet	met	meeting	met
pay	paid	paying	paid
ride	rode	riding	ridden
ring	rang	ringing	rung

Present	*Past*	*Present Participle*	*Past Participle*
rise	rose	rising	risen
run	ran	running	run
say	said	saying	said
see	saw	seeing	seen
seek	sought	seeking	sought
sell	sold	selling	sold
send	sent	sending	sent
sew	sewed	sewing	sewed
stride	strode	striding	stridden
string	strung	stringing	strung
strive	strove	striving	striven
swear	swore	swearing	sworn
sweep	swept	sweeping	swept
swim	swam	swimming	swum
swing	swung	swinging	swung
take	took	taking	taken
teach	taught	teaching	taught
tear	tore	tearing	torn
tell	told	telling	told
think	thought	thinking	thought
throw	threw	throwing	thrown
tread	trod	treading	trodden
wake	woke	waking	waked
wear	wore	wearing	worn
weave	wove	weaving	woven
weep	wept	weeping	wept
win	won	winning	won
wind	wound	winding	wound
wring	wrung	wringing	wrung
write	wrote	writing	written

62. Errors in the use of verbs.

A. Using the *past* tense for the *present* tense in stating what is still true:

Incorrect: Where did you say the Roosevelt Dam *was?*
Correct: Where did you say the Roosevelt Dam *is?*

B. Using the *past* tense for the *present perfect.*

Incorrect: Last week I *have gone* to the theater twice.
Correct: Last week I *went* to the theater twice.

C. Using the perfect infinitive for the present infinitive and vice versa:

Incorrect: I am pleased *to have met* you.
Correct: I am pleased *to meet* you.
Incorrect: I intended *to have written* you at once.
Correct: I intended *to write* you at once.

Reason: Since the intending *preceded* the writing, the present infinitive must be used.

Incorrect: Ghandi is supposed *to be warned* against inciting rebellion among his Hindoo followers.
Correct: Ghandi is supposed *to have been warned* . . . followers.

Reason: Since the supposing is *after* the warning the perfect infinitive must be used.

D. Misplacing a participle so that it modifies some word other than the one intended, resulting usually in a ludicrous statement:

Incorrect: Climbing after apples, the boy's basket became so heavy that he could not hold it.

In the above sentence *climbing* modifies *basket,* thereby making it appear that the basket and not the boy was climbing.

Correct: Climbing after apples, the boy found his basket so heavy that he could not hold it.

E. Using the *past tense* for the *present participle:*

Incorrect: I should have *went* there this morning.
Correct: I should have *gone* there this morning.

F. Using an auxiliary with two verbs in different tenses:

Incorrect: I never *have* and never *will lose* my ideals.
Correct: I never *have lost* my ideals and *never will* lose them.

G. Using verb forms that do not exist:

Incorrect: The burglar *attackted* me first.

Correct: The burglar *attacked* me first.

Incorrect: To escape the pursuing policeman, the thief *dove* into the river.

Correct: To escape the pursuing policeman, the thief *dived* into the river.

Incorrect: As a result of the zero weather the water pipes *busted.*

Correct: As a result of the zero weather the water pipes *burst.*

EXERCISE 34

Point out what is wrong in the use of the following participial adjectives, make the neeessary corrections and explain in every case the reason for your eorreetion:

1. Entering the room, the clock struck nine.
2. Walking downstairs the lights suddenly went out.
3. Turning sharply round the corner the armory appeared in full view.
4. Opening the window, my hat was blown off my head.
5. One's hands should be washed before eating.
6. Looking down from the cliff road, all Gloucester Harbor was a floor of rippled amethyst.
7. Crossing the river on a ferryboat, the skyscrapers of New York looked like blocks of marble in the morning mist.
8. Rushing down the stairs, the boy's head struck the wall.
9. Standing on Brooklyn Bridge, the Statue of Liberty is clearly seen.
10. On arriving at the Old Faithful geyser the famous inn meets our gaze.

EXERCISE 35

In every one of the following pairs, select the correct infinitive. Give a reason for your choiee.

1. General Smuts intended (to establish, to have established) the League of Nations.
2. Germany is said (to coerce, to have coerced) Turkey into the war against the Allies.

3. Major Schroeder attempted (to reach, to have reached) an altitude of 40,000 feet.

4. During the World War, President Carranza is supposed (to have been influenced, to be influenced) by German agents to provoke the United States.

EXERCISE 36

Correct the errors in the following sentences:

1. He told me the promenade of the Brooklyn Bridge was 140 feet above the East River at low tide.

2. I have been eighteen years old last month.

3. I am glad to have seen you now.

4. Holding the revolver up to see if it was loaded, it went off and shot him.

5. If he would have attended school regularly, he would have passed his examination.

6. My uncle said that he would have went to the baseball game if he had known about it in time.

7. If the author had been able to have condensed some parts of the story, I might have enjoyed the book much more.

8. Washington is thought to cross the Delaware near Trenton.

9. The world never has and let's hope, never will see such times as those during the recent war.

10. What did you say was the distance between New York and Cleveland?

11. I remembered him since boyhood.

EXERCISE 37 *

1. Use in a sentence the past participle of *each* of the following verbs: choose, set, lie, sing, put, bring, teach, be, sleep, speak, know, keep, take, wear, sew.

2. Write the past tense of *each* of the following verbs: come, cost, hurt, steal, carry, coerce, swim, hide, put, loathe, lath, ride, heave, fling.

3. Use in a sentence the past tense of *each* of the following verbs: sweep, get, build, swim, split, slay, flee, fly.

4. Write sentences containing the past tense of the indicative mode of *each* of the following verbs: lie (recline), sit, rise, fly, set, lead, lay, raise, eat, do, flow.

5. Explain clearly how the following tenses differ from one another

* Examination Questions.

in use: past, present perfect (perfect), past perfect (pluperfect). Illustrate each in a complete sentence.

6. Distinguish, by explanation and illustration, the present tense from the perfect, the past tense from the perfect and the perfect tense from the past perfect.

7. Use *each* of the following forms in a sentence: (1) the past participle of *lie* (to rest), (2) the perfect indicative third plural of *drink,* (3) the perfect infinitive of *drive,* (4) the perfect indicative progressive third singular of *give,* (5) the perfect passive participle of *find.*

8. Use the past participle of each of the following verbs in original sentences based upon current topics:

awake	show	get	drive
wake, (tr)	ride	forget	blow
slay	prove	freeze	choose
shake	hang	eat	bid (request)
shoe	go		bid (at auction)

9. Use the past tense of the following verbs in original sentences:

break	rise
chide	raise
deal	sing
drink	swim
forsake	tread

10. Give the principal parts of the first twenty verbs on the page of a current topic magazine, of a newspaper clipping, or on street signs, or posters.

CHAPTER XV

THE ADVERB

63. Definition. An adverb is a word used to modify the meaning of a verb, an adjective or of another adverb.

64. Classes of adverbs.

A. *Simple adverbs:*

1. *Adverbs of time:* now, then, often.
2. *Adverbs of place:* here, there, above.
3. *Adverbs of manner:* so, well, truly.
4. *Adverbs of degree:* almost, quite.
5. *Responsives:* yes, no, not.

B. *Conjunctive adverbs.* These are used to connect and modify: how, when, where, why, before.

C. *Interrogative adverbs.* These are used to ask a question: how? when? where? why?

65. Comparison of adverbs.

1. By use of prefix *more* or *less, most* or *least: clearly, more* (or *less*) *clearly, most* (or *least*) *clearly.*

2. Irregular comparison: *well, better, best.*

66. Substitutes for adverbs.

A. *Phrase.*

1. Infinitive:

(*a*) *Modifying a verb:* My heart was with the Oxford men who went abroad *to die.*

W. M. Letts.

(*b*) *Modifying an adjective:* The world is mad with music too beautiful *to bear.*

Sara Teasdale.

(*c*) *Modifying an adverb:* Nobody is brilliant enough *to be* entertaining for three hours. *Dorothy Dix.*

2. Prepositional:

(*a*) *Modifying a verb:* Summer comes *with song* but goes quietly. *Louise Driscoll.*

(*b*) Modifying an adjective: Wrinkled *with age* and drenched *with dew,* old Nod, the shepherd goes. *Walter De La Mare.*

B. *Clause.*

1. *Comparison:* Wrong education is just as dangerous *as no education at all. Lady Astor.*

2. *Concession:* Life must go on *though good men die. Edna St. Vincent Millay.*

3. *Condition: If your record is clear* you need have no fear. *Edgar A. Guest.*

4. *Degree:* Beggar's gifts are better things *than the promises of kings. Arthur Guiterman.*

5. *Manner:* Choose an author *as you choose a friend. W. Dillon.*

6. *Place:* There are no secrets *where the sea has crept. Babette Deutsch.*

7. *Purpose:* God gave us a memory *so that we might have roses in December. J. M. Barrie.*

8. *Reason:* Electricity is the greatest force in the world *because it is everybody's servant.*

Charles A Coffin.

9. *Result:* Let us set for ourselves a standard so high *that it will be a glory to live up to it.*

Woodrow Wilson.

10. *Time:* No man is free *while one for freedom fears. John Drinkwater.*

67. Syntax of adverbs. The following example shows the method of giving the syntax of adverbs:

There is no arguing with Johnson, for if his pistol misses fire he knocks you down with the butt end of it. *Goldsmith.*

Adverb	Kind	How used
with Johnson	phrase	modifies *is*
for he knocks you	clause of reason	modifies *misses*
if pistol misses fire	clause of condition	modifies *knocks*
down	simple: of place	modifies *knocks*
with the end of it	phrase	modifies *knocks*

68. Errors in the use of adverbs.

A. Using an adjective for an adverb:

Incorrect: The boy tried *real* hard to please his employer.

Correct: The boy tried *really* hard to please his employer.

Incorrect: The maid did her work *good.*

Correct: The maid did her work *well.*

B. Double negative:

Incorrect: I can't find it nowhere.

Correct: I can't find it anywhere or I can find it nowhere.

C. Omitting necessary adverbs, usually after *so, very* and *too* and after some verbs:

Incorrect: We were very impressed by her.

Correct: We were very *much* impressed by her.

Incorrect: If you cannot behave yourself you'll have to leave the room.

Correct: If you cannot behave yourself *properly,* you'll have to leave the room.

D. Using adverbs unnecessarily:

Incorrect: The view from the top of the hill is *simply* beautiful.

Correct: The view from the top of the hill is beautiful.

E. Using *as . . . as* for *so . . . as* and vice versa. It is customary to use *as . . . as* in an affirmative statement, and *so . . . as* in a negative statement, usually after *not:*

Incorrect: "If Winter Comes" by Hutcheson is *so* good *as* "Soldiers Three" by Don Passos.

Correct: "If Winter Comes" by Hutcheson is *as* good *as* "Soldiers Three" by Don Passos.

Incorrect: The unemployment situation is not *as* acute this year *as* it was in 1922.

Correct: The unemployment situation is not *so* acute this year *as* it was in 1922.

EXERCISE 38

Give the syntax of every adverb or substitute for an adverb in the following sentences:

1. We do not count a man's years until he has nothing else to count. *Emerson.*

2. Any man may be in good spirits and good temper when he's well dressed. *Dickens.*

3. When the fight begins within himself a man's worth something. *Browning.*

4. Pain is no evil unless it conquer us. *Chas. Kingsley.*

5. Now the heart is so full that a drop overfills it. *Lowell.*

6. Though hard be the task, keep a stiff upper lip. *P. Cary.*

7. We are unfit for any trust till we can and do obey.
G. MacDonald.

8. Men are polished, through act and speech, each by each,
As pebbles are smoothed on the rolling beach. *J. T. Trowbridge.*

9. The fool that eats till he is sick must fast till he is well.
G. W. Thornbury.

10. The power of sound has always been greater than the power of sense. *Joseph Conrad.*

11. Perhaps the skylarks could be trained to follow the aeroplane as the seagulls follow the ship. *Gilbert K. Chesterton.*

12. The world is so full of a number of things
I'm sure we should all be as happy as kings. *R. L. Stevenson.*

EXERCISE 39

Correct the errors in the following sentences:

1. Harding didn't have no definite views on labor.
2. The Ashokan Dam is not as high as the Shoshone Dam.
3. The milk tastes sourly.
4. We were very delighted with the view from the Woolworth Building.
5. He came back quicker than I expected.
6. She only found the book this morning.
7. Each one had his own opinion and went in a different direction, and so it didn't come out very good.

EXERCISE 40 *

1. From the words in parenthesis in *each* of the following sentences, choose the correct one and rewrite the sentence with that word inserted; give a reason for each selection:

(*a*) The record of orders received (are, is) as follows.
(*b*) (Whom, who) do you think I saw?
(*c*) If either of you (give, gives) the prize, let it be John.
(*d*) Between you and (I, me) he is mistaken.
(*e*) Please excuse (my, me) not coming to school today.
(*f*) Mary looks (bad, badly) this morning.
(*g*) I go to my uncle's house (most, almost) every day.
(*h*) (Sure, surely) you can do it if you try.
(*i*) I have been sick but I am feeling (some, somewhat) better this morning.

2. From the words or expressions in parentheses in *each* of the following sentences, choose the correct one and give the reason for your choice in each case:

(*a*) Lincoln seemed (awkward, awkwardly) in society.
(*b*) Neither of the candidates (was, were) chosen.
(*c*) He did (real, really) well.
(*d*) It (don't, doesn't) seem possible.
(*e*) We never quarrel now (as, like) we did in school.

*Examination Questions.

(*f*) I learned from him that not a line of the lectures (was, were) written.

(*g*) Neither his conduct nor his words (was, were) justifiable.

(*h*) Until your arrival yesterday, I (have, had) not realized that I was tired.

(*i*) (Shall, will) we meet you at nine o'clock tomorrow morning?

(*j*) I intended (to go, to have gone) to the meeting last night.

3. Of the words in parenthesis in *each* of the following sentences, choose the one that is preferable and show clearly why you prefer the word you choose:

(*a*) The gallery with all its pictures (was, were) destroyed.

(*b*) Let you and (I, me) go.

(*c*) He did his work (good, well).

(*d*) He tried to prevent (our, us) helping him.

(*e*) I told him to (leave, let) go.

(*f*) Is it (I, me) you want?

(*g*) She said that no one else was as wise as (her, she).

(*h*) (Sit, set) it on the chair.

(*i*) I thought it to be (her, she).

(*j*) (Who, whom) did you say did it?

4. Correct the following sentences. Give a reason for every correction you make.

(*a*) Galli-Curci sings (sweet).

(*b*) The *Majestic* sure is a fine ship.

(*c*) Go slow here.

(*d*) Loud roared the blast.

(*e*) You certainly look good after your vacation.

(*f*) The ZR-1 is a smooth sailing dirigible.

(*g*) Most people speak easier than they can write.

(*h*) My friend treated me right.

(*i*) All out! This car goes no further.

(*j*) The boy couldn't find his note-book nowhere.

5. Write original sentences based upon current topics to illustrate the ten kinds of adverbial clauses. Underline the illustrative clause and give the syntax of it.

6. Give the syntax of the first ten adverbial clauses in a newspaper clipping.

CHAPTER XVI

THE PREPOSITION

69. Definition. A preposition shows the relation between its object and some other word in the sentence.

70. The **object of a preposition** may be:

A. *A noun:*

There is no half way between *victory* and *defeat.*
Kipling.

B. *A pronoun:*

Poems are made by fools like *me.* *Joyce Kilmer.*

C. *A participle:*

Troubles, like babies grow larger by *nursing.*
Lady Holland.

D. *An infinitive:*

Caruso appeared just as the curtain was about *to fall.*
In this sentence *to fall* is the object of *about.*

E. *A clause:*

More than may be revealed in words I joy in *what I hear and see.* *Clinton Scollard.*

71. Reference list of prepositions with certain verbs.

absolve from
accord with
acquit of
adapted to
agree with a person
agree to (a proposal)
bestow upon
change for (a thing)
change with (a person)
comply with
confer on (= give to)
confer with (= talk with)
confide in (= trust in)
confide to (= intrust to)
conform to
convenient for or to

correspond with (a person)
correspond to or with (a thing)
differ from a person or thing
differ from or with (in opinion)
disappointed of
(what we cannot get)
disappointed in
(what we have)
glad at or of
involve in
need of
part from or with
profit by
taste of (good)
taste for (art)
thirst for or after

EXERCISE 41

Give the syntax of every preposition in the following sentences:

1. Success is given to the strong; failure is cast upon the weak. *Oscar Wilde.*

2. There are no game laws to interfere with the killing of time. *Pointed Paragraphs,* N. Y. Globe.

3. The wind is sewing with needles of rain. *Hazel Hall.*

4. I wrote nights and days, in street cars and on railroad trains. *Rex Beach.*

5. Some one connected with Puck away back in the Dark Ages sent me a check for one dollar. *Ralph H. Barbour.*

6. Like the quest of the Holy Grail, the quest of Minerva is not for all. *William Osler.*

7. I heard a bird at break of day sing from the autumn trees. *Wm. A. Perry.*

8. I have a rendezvous with Death on some scarred slope of battered hill. *Alan Seeger.*

9. You will notice a lot of Safety First signs on your way home from the hospital. *C. F. Remington.*

10. Around me is the sound of steepled bells. *Amy Lowell.*

EXERCISE 42

Correct the errors in the following sentences:

1. She is staying by her cousins.
2. He seemed happy at the discovery.
3. Let us hope you will profit from his experience.
4. He is still in bed from pneumonia.
5. Compare your writing to hers.
6. It was different to what he expected.
7. The boy fell off of the fire-escape.

CHAPTER XVII

THE CONJUNCTION

72. Definition. A conjunction is a word used to connect words, phrases or clauses in a sentence.

Illustrations:

1. Connecting words:

   The submarine, like poison gas *and* the bombing of cities, has no place in honorable warfare.

   Col. Edward M. House.

2. Connecting phrases:

   He who wants to persuade should put his trust not in the right argument *but* in the right word.

   Joseph Conrad.

3. Connecting clauses:

   In the tough, earnest battle of life the big potatoes will go to the top *and* the small potatoes will go to the bottom. *George Ade.*

73. Classes of conjunctions.

A. *Co-ordinate conjunctions:* and, yet, but, therefore, also.

B. *Subordinate conjunctions:* since, because, for, if, though, unless, than, that.

74. Syntax of conjunctions. The following example shows how to give the syntax of a conjunction:

A man cannot believe in others *until* he believes in himself. *George B. Shaw.*

until is a subordinate conjunction. It connects *can believe,* the verb of the first clause and *believes,* the verb of the second clause.

75. Errors in the use of conjunctions.

A. Misplacing *either . . . or; not only . . . but also.*

Incorrect: Either the aviator was inexperienced or rash.

Correct: The aviator was either inexperienced or rash.

B. Using *like* for *as* in expressing comparisons.

Incorrect: He does not study so hard *like* I do.

Correct: He does not study so hard *as* I do.

C. Using *different than* instead of *different from.*

Incorrect: Shakespeare's Caesar is different *than* the Caesar of history.

Correct: Shakespeare's Caesar is different *from* the Caesar of history.

D. Using *and* or *but* to connect a principal clause with a subordinate clause:

Incorrect: Washington is situated on the east bank of the Potomac and is the capital of the United States.

Correct: Washington which is situated on the east bank of the Potomac is the capital of the United States.

EXERCISE 43

In the following sentences give the syntax of every conjunction:

1. Knowledge comes but wisdom lingers. *Tennyson.*
2. No grief or sorrow or pain could bind me utterly down. *Kenneth S. Alling.*
3. Lord Rameses of Egypt sighed because a summer evening passed. *John Drinkwater.*
4. In the meadow grass, fainting, the cricket once shrills, then he is done. *Carolyn M. Lewis.*

5. Never put hand to the least command unless you do it well. *Edgar A. Guest.*

6. I rather imagined that all authors were either dead or lived abroad. *Rex Beach.*

7. The uneducated are inclined to resent any speech more polished than their own. *Brander Matthews.*

8. If a sense of duty tortures a man it also enables him to achieve prodigies. *H. L. Mencken.*

9. Your hair gives you bother so long as you have it and more bother when it starts to go. *Irvin S. Cobb.*

10. Men learn only by making mistakes and dwelling on them, for mistakes can be remedied if recognized in time. *Lionel Curtis.*

EXERCISE 44

Correct the errors in the following sentences:

1. No sooner did he enter when the bell began to ring.
2. Rip found the village different than he remembered it.
3. Lloyd George not only settled the Irish question but also the Indian problem.
4. I shall attend to this immediately I return from lunch.
5. Few writers ever worked as hard like Scott did.
6. Early in life Stevenson learned he had consumption and he was very cheerful.
7. Hydrophobia is when a person barks like a dog.
8. She speaks (as, like) I do.

EXERCISE 45 *

1. From the words or expressions in parenthesis in *each* of the following sentences, choose the correct one and give the reason for your choice in each case:

(*a*) My answers are different (than, from) hers.

(*b*) The books fell to the floor and he let them (lie, lay) there.

(*c*) We heard of (you, your) entering college.

(*d*) Stanley reads many good books (beside, besides) studying two hours every night.

(*e*) Our family eat more of (that, those) kind of apples than they did last winter.

(*f*) John did not act (rapid, rapidly) enough.

(*g*) He was a true friend to every one (whom, who) he found to be true.

* Examination Questions.

(*h*) The storm damaged trees just (as, like) it did two years ago.

(*i*) The family were (already, all ready) to leave the house.

(*j*) Accuracy as well as brilliancy (count, counts).

(*k*) To captain and the manager of the team (is, are) due most of the credit.

(*l*) *Stones of Venice* (was, were) written by Ruskin.

(*m*) It (will, will not) take but a short time to finish the task.

(*n*) To (whoever, whomever) has spelled the most words I shall give the first prize.

(*o*) We really ought to assist him; don't you feel we (had, ought)?

2. Rewrite correctly *each* of the following, giving the reason for each change made:

(*a*) He remembered that in his haste to leave the house he had neglected to lock the door. The key being left outside.

(*b*) Radium neither has nor can be obtained in large quantities.

(*c*) This is the doctor's office who is a noted surgeon.

(*d*) Dreyfus was an officer in the French army, he was sentenced to life imprisonment on Devil's island.

(*e*) There were some men whom I could not determine whether they were French or Italian.

3. Of the two words in parenthesis in *each* of the following sentences, choose the one that is preferable and show clearly why you prefer the word you choose:

(*a*) He helped us all (I, me) among the rest.

(*b*) He walks (like, as) I do.

(*c*) I am often taken to be (he, him).

(*d*) She thinks it to be (I, me).

(*e*) I am the man (who, whom) you hit.

(*f*) It is one of those that (was, were) lost.

(*g*) I had hoped (to call, to have called) for you.

(*h*) In reply (should, would) like to say that we accept your offer.

(*i*) Let you and (I, me) go together.

(*j*) (Who, whom) do you suppose will win the game?

76. The same word used as different parts of speech.

Above:

Preposition: The aviator flew *above* the clouds.

Adverb: Let's look *above* where all is love.
Adjective: The *above* statements are true.
Noun: All blessings come from *above.* *Bible.*

All:

Noun: Nathan Hale gave his *all* to America's cause.
Pronoun: All averred I had killed the bird. *Coleridge.*
Adjective: All hands aboard.
Adverb: The conditions were *all* satisfying.

As:

Relative pronoun (after *such* and *same*): Smiles such *as* hang on Hebe's cheek. *Milton.*
In this sentence *such* is the antecedent of *as.*
Adverb of degree: Fancy brings us *as* many vain hopes.
Conjunctive adverb: as idle fears do. *Humboldt.*
In the above two sentences the first *as* merely modifies *many;* the second *as* connects and modifies.
Preposition: America is known *as* the land of opportunity.
Conjunction: As he was ambitious I slew him. *Shakespeare.*

Before:

Adverb of time: I saw him once *before.* *O. W. Holmes.*
Conjunctive adverb: Look *before* you leap.
Preposition: The deeds of great men and women are ever *before* me.

But:

Conjunction (co-ordinate): Knowledge comes *but* wisdom lingers. *Tennyson.*
Preposition: None *but* the brave deserves the fair. *Dryden.*

Adverb: Ships are *but* boards; sailors *but* men. *Shakespeare.*

Pronoun: There was no person *but* liked him.

Like:

Noun: Dr. Osler is dead: his *like* we may not soon see again.

Verb: I *like* the man who faces what he must. *S. K. Bolton.*

Adjective: Busy lives, *like* running water, are generally pure. *Holmes.*

Since:

Adverb: Little has been heard of him *since.*

Preposition: The cost of living has doubled *since* 1917.

Conjunction: Since you promised you must do it.

Conjunctive adverb: Many radicals have been arrested *since* the Bufford sailed.

That:

Relative pronoun: Time is the herb *that* cures all diseases. *Franklin.*

Demonstrative pronoun: That is no true alms which the hand can hold. *Lowell.*

Adjective: That man may last but never lives
Who much receives but nothing gives. *Gibbon.*

Conjunction: I just think *that* dreams are best. *R. W. Service.*

MISCELLANEOUS QUESTIONS *

1. Correct *each* of the errors in the following and give the reason for each change made:

(*a*) I shall be a lawyer like my father was.

(*b*) This volume, together with the author's other book, explain the essential theory of the short story as a type of fiction.

(*c*) In this textbook the material for first year work is just as heavy and sometimes heavier than for second year.

(*d*) If he would have had an education, he would have been a useful citizen.

* Examination Questions.

(*e*) Of much importance to the citizen is the great changes that have taken place in our economic life.

(*f*) A man is not a mere machine like a clock or a watch, which will move only as they are moved.

2. Write the following:

(*a*) A sentence containing a passive verb.

(*b*) A sentence in which the simple predicate is modified by an adverbial objective.

(*c*) A sentence containing the verb *inquire* followed by an indirect question.

(*d*) A sentence containing a verbal noun, formed from the verb *murmur*, with an adverbial modifier.

(*e*) A sentence containing the possessive singular of the first personal pronoun, used without a noun.

(*f*) A sentence having an adverbial phrase containing a numeral.

3. Rewrite the following sentence in *three* different ways, in the first changing the verbal noun to another noun, in the second changing the prepositional phrases to a phrase containing a gerund, in the third changing the prepositional phrases to an adverbial clause: In the choosing of a home five things have to be considered.

4. Give the syntax of *each* of the italicized words in the following sentences:

(*a*) He went to *Washington*, the national *capital*.

(*b*) The old monument was torn down last *year*.

(*c*) As they approached the palace they found themselves surrounded by lions, not fierce, *but* tamed by Circe's art.

(*d*) I saw him *myself*.

5. Illustrate *each* of the following *seven* suggested constructions by a sentence:

(*a*) *some one* with a personal pronoun in agreement.

(*b*) *except* immediately followed by a personal pronoun.

(*c*) *between* immediately followed by *two* personal pronouns.

(*d*) *as* denoting comparison immediately followed by a personal pronoun.

(*e*) *than* immediately followed by a personal pronoun.

(*f*) The plurals of *herself* and *myself*.

(*g*) *like* (not a verb) immediately followed by a personal pronoun.

6. Select from the following passage *eight* subordinate clauses and give the syntax of each:

Conscious that they *themselves* were animated by devotion to constitutional liberty and that the pages of history are *replete* with the evidences of the depth and sincerity of *that* devotion, they can *but* cherish the recollection of the battles fought and the victories won in defense of their hopeless cause; *and* respecting, as all true and brave men must respect, the martial spirit with *which* the men of the North vindicated the integrity of the Union and their devotion to the principles of human freedom, they do not ask, they do not wish the North to strike the memories of heroism and victory *from* either records or monuments or battle flags. They would rather that both sections should gather up the *glories* won by each section, not envious, but *proud* of each other, and regard them as a common heritage of American valor. *Let* us hope that future generations, when they remember the deeds of heroism and devotion done on both sides, will speak, not of Northern prowess or Southern courage, but of the heroism, courage and fortitude of the Americans in a war of ideas—a war in which each section signalized its consecration to the principles, as each understood them, of American liberty and of the Constitution received from their fathers.

7. Give the syntax of *each* italicized word in the following selection:

People talk of liberty as if it meant the *liberty to do just what* a man likes. I call that *man free* who fears *doing wrong*, but fears nothing *else*. I call that man free *who* has learned the most *blessed* of all *truths—that* liberty consists in obedience to the power, and to the *will*, and to the law *that* his higher soul reverences and approves. He is not *free* because he does *what he likes; but* he is *free* because he does *what* he *ought*, and *there* is no *protest* in his soul against the *doing*.

8. Give the syntax of every clause and of every italicized word in the following passage:

(*a*) *Sculptors* of life are *we* as we stand with our lives *uncarved* before us. *G. W. Drane.*

(*b*) It will never do *to call* things *little* till you see *what* they can do. *H. W. Beecher.*

(*c*) Hardness of heart is a dreadful *quality*, but it is *doubtful* whether in the long run it works more damage than *softness* of head. *Theodore Roosevelt.*

(*d*) *There* is a well-known *incident* in one of Molière's plays, where the author makes the *hero* express unbounded delight on *being* told that he had been talking *prose* during the whole of his life. *Thomas H. Huxley.*

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1. Some of the following statements are true and some are false; on the line following each sentence put a + sign opposite each statement that is true and a — sign opposite each that is false: [10]

a A transitive verb is in the active voice when its subject denotes the doer of the action. .....

b A pronoun must agree with its antecedent in case. .....

c An adjective agrees in number with the noun it modifies. .....

d The function that a word performs in a sentence determines its part of speech. .....

e The only part of speech that an adverbial clause can modify is a verb.

f The word *like* may be used as a conjunction. .....

g A verb must agree in person with its subject. .....

h In a sentence beginning with *there* the verb is always singular. .....

i A coordinate conjunction should be used between expressions of unequal rank. .....

j A noun or pronoun used as attribute complement takes the same case as the noun or pronoun to which it refers.

2. Write in the proper column the *part* of the verb required in each sentence and give the *name* of that part: [10]

	Part	Name
He has been (*write*) to me for some time.	.....	.....
He made a list of all members (*begin*) with the oldest.	.....	.....
The ice was (*freeze*) to a thickness of 10 inches when cut.	.....	.....
It was (*lie*) on the table all day yesterday.	.....	.....
It was (*lay*) with the others in a row.	.....	.....

3. Answer *a, b, c, d, e* and *f,* basing your answers on the selection below:

Shelley has much to teach us yet. If he can teach us the root of his matter, that human society will never be reformed but on some law of love and understanding, he will come in time to an even greater kingdom than he yet inherits. I wish with all my heart that he could march from it tomorrow to destroy the false gospel taught promiscuously just now, the doctrine that mutual injury rather than mutual help is the foundation of public and private prosperity.

a In the space provided at the right put a + sign opposite those subjects and predicates that are taken from main clauses and a — sign opposite those that are taken from dependent clauses: [8]

Shelley . . . has	.....
he . . . can teach	.....
society . . . will be reformed	.....
he . . . will come	.....
he . . . inherits	.....
I . . . wish	.....
he . . . could march	.....
injury (help) . . . is	.....

b Classify *each* of the following clauses as adjective, adverbial or noun by writing the proper word in the space provided and give the syntax of each clause indicated below by filling in briefly each line as directed: [10]

	Classification (Adjective, adverbial, noun)	Syntax
If he can teach . . .	.....	.....
That human society will . . .	.....	.....
That he yet inherits . . .	.....	.....
That he could march . . .	.....	.....
That mutual injury is . . .	.....	.....

c Give the syntax of each word or group of words below by filling in briefly the lines as indicated: [12]

	Syntax
much	.....
to teach	.....
us (sentence 2)	.....
even	.....
kingdom	.....
all	.....
that (line 3)	.....
to destroy	.....
taught	.....
doctrine	.....
foundation	.....
public	.....

d Arrange *six* different adverbs and *three* different conjunctions in *two* columns as indicated below: [9]

Adverbs	Conjunctions
.....	.....
.....	.....
.....	.....
.....	
.....	
.....	

e What is the antecedent of *it?* [1] .....

f Underline the word that indicates the kind of phrase *each* of the following is and give briefly the syntax of each phrase as indicated: [12]

	Kind		Syntax
of his matter	Adjective	Adverb	.....
of love	Adjective	Adverb	.....
to an even greater kingdom	Adjective	Adverb	.....
with all my heart	Adjective	Adverb	.....
from it	Adjective	Adverb	.....
of public prosperity	Adjective	Adverb	.....

4. Cross out the word, or words, in parenthesis in *each* of the following sentences that does not make the sentence correct: [13]

a Had I thought of (your) (you) having my canoe, I should not have worried.

b He could not have lived if it (had not been) (was not) for his daughter's care.

c The voting of all the electors of all the states (determines) (determine) the choice of President.

d Myron's father was (very much) (very) pleased with his son's progress.

e After such a tussle there (is) (are) few of the buttons left on the boys' coats.

f If Brutus (had) (had have) taken the advice of Cassius he would not have given Antony permission to speak.

g The arrogance and lawlessness of the gang (are) (is) arousing public protest.

h The child (who) (whom) the old man believed was lame proved to be only acting.

i Neither studying nor playing (appeal) (appeals) to Philip.

j Customs are different now (from what) (than) they were in the Victorian era.

k I (have only) (only have) one problem to finish.

l (Whom) (Who) do you suppose this letter which I hold in my hand is from?

m Physics, together with Latin and French, (is) (are) taught in this high school.

5. On the line following each sentence place the number of the relative pronoun given in the list below that should be used in the sentence to make it correct: [5]

a Pay the grocer ..... you owe him. .....
b The world needs a larger number of human beings ..... intellectual initiative is marked. .....
c This is such a trip ..... would have delighted Stevenson. .....
d A large, attractive box of chocolates ..... Uncle Joseph had provided absorbed her attention. .....
e There is no person ..... does not make some mistakes. .....

1 that	3 what	5 which	7 whom
2 as	4 whose	6 who	

6. Insert an apostrophe *or* an apostrophe and *s* where needed in the following sentences; be careful to place the apostrophe so that there may be no question as to just where it belongs: [10]

Miss Jones patrol, which arrived at Lake Moonrise first, in Busfield and Hanson truck, "staked a claim" on Camp Kilkare best front room, without giving Mrs. Hempstead band a chance even to draw straws. If a week romping, outdoor life, filled with mischievous girls jokes on one another goes to make a successful camping trip, the Girl Scouts two days at camp were a great success. Anybody doubts as to whether that week was a thorough vacation from business will be settled by asking for the various teachers record books and examining the Girl Scouts grades.

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